

Welcome to 7th grade Social Studies!



A note for parents: This workbook will serve as the textbook for this course. Your student will be expected to have this workbook with him or her every day. Please encourage them to take advantage of the study tools inside. If your student misses a day, he or she needs to be sure to fill in anything we did together in class because it may appear on a test.

There may be some formatting differences between this version and the student version. The Parent Edition contains review information and definitions. Some blanks will remain because that information will be filled in together during class time. Please feel free to contact Ms. Davis if you have any questions about the content or material inside.

Workbook Test Dates

Unit One	
Unit Two	
Unit Three	
Unit Four	
Unit Five	
Unit Six	
Unit Seven	
Unit Eight	
Unit Nine	
Unit Ten	
Unit Eleven	
CRCT	
Other:	
Other:	
Other:	

Seventh Grade Unit 1 Basic Training!



Elaborated Unit Focus

The focus of this important first unit is on the themes and terms that will come up repeatedly throughout this year. This important first unit covers the basic ideas in our study of government, geography, history, and economics this year. These terms will show up in each unit and on each major test we take as we go through this workbook.

Standards/Elements

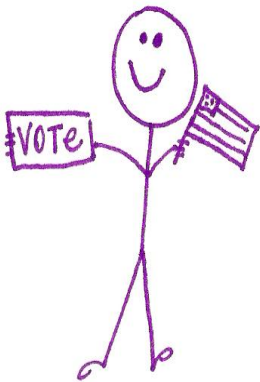
This unit is designed to teach the basic vocabulary and concepts that go with the government, geography, economics, and history Georgia Performance Standards established by the Georgia Department of Education. Most of these will be a review of what was learned last year.

Unit 1 Vocabulary Focus

Study these terms

Government terms:

Unitary government system
Confederation government system
Federal government system
Autocratic government (autocracy)
Oligarchic government (oligarchy)
Democratic government (democracy)
 Parliamentary democracy
 Presidential democracy
 Hereditary monarchy
 Constitutional monarchy
 Theocracy
 Republic
 Communism



Economics terms:

Traditional economy
Command economy
Market economy
Mixed economy
Specialization
Trade barriers
Tariff
Quota
Embargo
Currency
Human capital
Capital
Natural Resources
Gross Domestic Product (GDP)
Entrepreneurship



History terms:

Nationalism
Independence

Geography terms:

Ethnic group
Religious group
Literacy rate
Standard of living



Definitions for Unit One: **Government terms**

Autocratic government (autocracy) The ruler has absolute power to do whatever he wishes and make and enforce any law he chooses

Communism An economic structure or government that promotes a classless society based on common ownership of products and property

Confederation government system The local government has all the power and the national government depends on the local for its existence

Constitutional monarchy A government where the powers of the ruler are restricted to those granted by the constitution of the country

Democratic government (democracy) The people play a much greater role in deciding who the rulers are and what decisions are made

Federal government system A political system where power is shared between the federal and local governments, including executive, legislative, and judicial branches

Hereditary monarchy The government is ruled by a king who comes from a family that has ruled the country for several generations

Oligarchic government (oligarchy) where a small group takes over the government and makes all major decisions; government by the few

Parliamentary democracy People vote for the party they feel best represents their ideas of how government should operate

Presidential democracy AKA Congressional; in this system, a president is chosen to be the leader

Republic A state in which the supreme power rests in the body of citizens entitled to vote

Theocracy A government where God is seen as the true leader and religious leaders serve as political leaders

Unitary government system Local governments such as state or county systems may have some power, but they are under the control of the national government

Geography terms

Ethnic group A group of people who share cultural ideas and beliefs that have been part of their community for generations

Literacy rate Percentage of people in a country who can read and write

Religious group A group of people who share a belief in God

Standard of living The quality of life in a country; involves health and education

Economics terms

Capital *(goods) The factory, machinery, and technology that people use to make products to sell*

Command economy *An economy in which a government planning group makes most of the basic economic decisions for the workers*

Currency *Something used as a medium of exchange; money*

Embargo *A trade barrier in which one country announces it will no longer trade with another country in order to isolate and cause problems within that country's economy*

Entrepreneurship *Creative, original thinkers who are willing to take risks to create new businesses and products*

Gross Domestic Product (GDP) *The value of all goods and services produced within a nation in a given year*

Human capital *The knowledge and skills that make it possible for workers to earn a living producing goods or services*

Market economy *An economy in which a society's economic decisions are made by individuals who decide what to produce and what to buy*

Mixed economy *An economy that has characteristics of both market and command systems*

Natural Resources Something that is in or supplied by our natural environment and can be consumed or used by people

Quota A way of limiting the amount of foreign goods that can come into a country

Specialization Those products a country makes best and that are in demand on the world market

Tariff A tax placed on goods when they are brought into one country from another country

Trade barriers Anything that slows down or prevents one country from exchanging goods with another

Traditional economy An economy in which most of the economic decisions that are made are based on custom and on the habit of how such decisions were made in the past

History terms

Independence The freedom from being controlled by another country

Nationalism Loyalty to a group with whom one shares a common history, culture, and/or religion

Who has the power?

Unitary System - central government

Confederation - local government

Federal System - power is shared

Autocracy - king/ruler

Oligarchy - small group

Democracy - people vote

Parliamentary Democracy - people vote for the party that chooses the Prime Minister

Presidential Democracy - people vote directly for a person who becomes President

Hereditary Monarchy - king who inherited power

Constitutional Monarchy - king/emperor doesn't have much more power than the average citizen

Theocracy - God

Communism - central government

Republic - voters and the people they elect

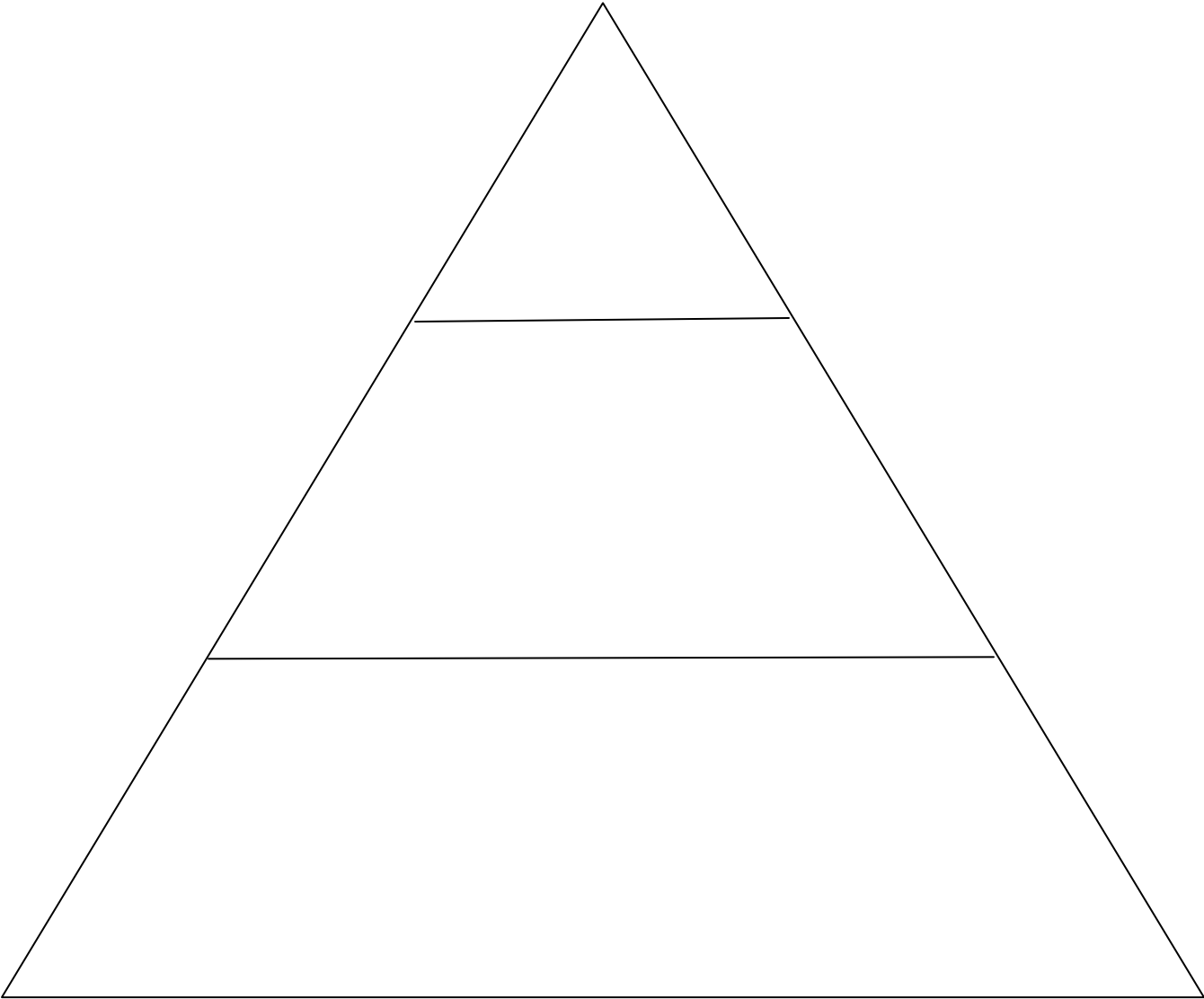
Where is Joe Voter happiest?



Where is Joe Voter not so happy?

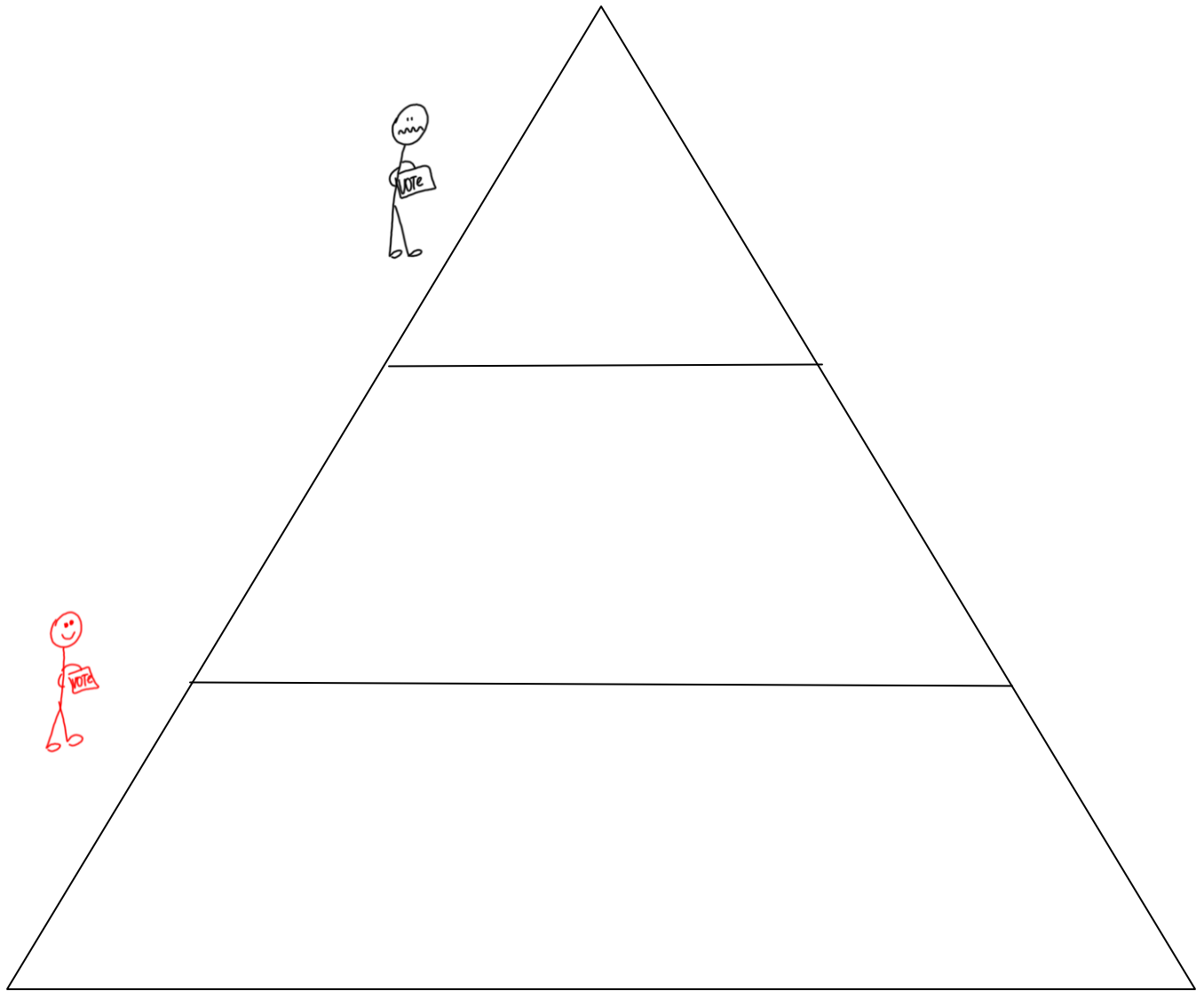


Government Systems...The Handy-Dandy Triangles!



SS7CG4a - Unitary, Confederation, and Federal Governments

Government Systems...The Handy-Dandy Triangles!



SS7CG4b - Autocratic, Oligarchic, and Democratic Governments

FLASH CARDS

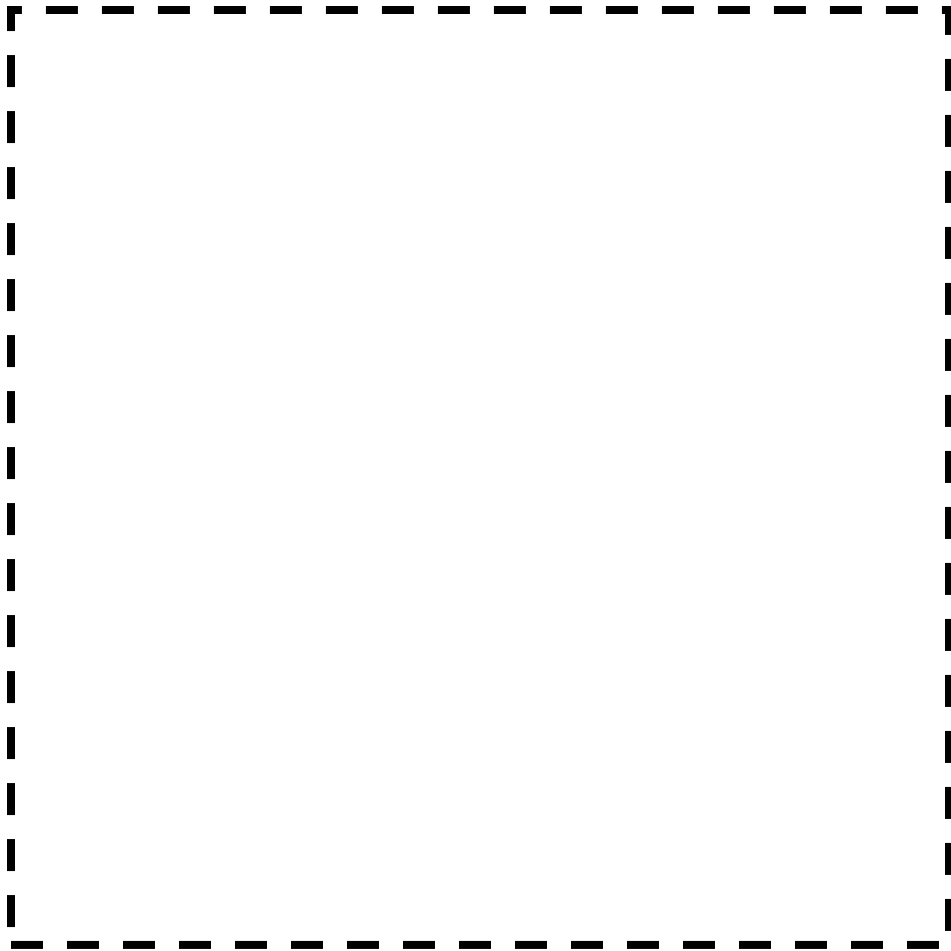
Write the term on one side and its definition on the other. Study!

Tear out this page and take it home to study!

Extra Notes...Things I shouldn't forget!

Let's Take a Test!

For this test over Unit 1, you can use your notes! That is, any note you can fit in this little square...



Cut it out and write in everything you think you might not remember on the test. You may use **only** this square on the test for help. Study!

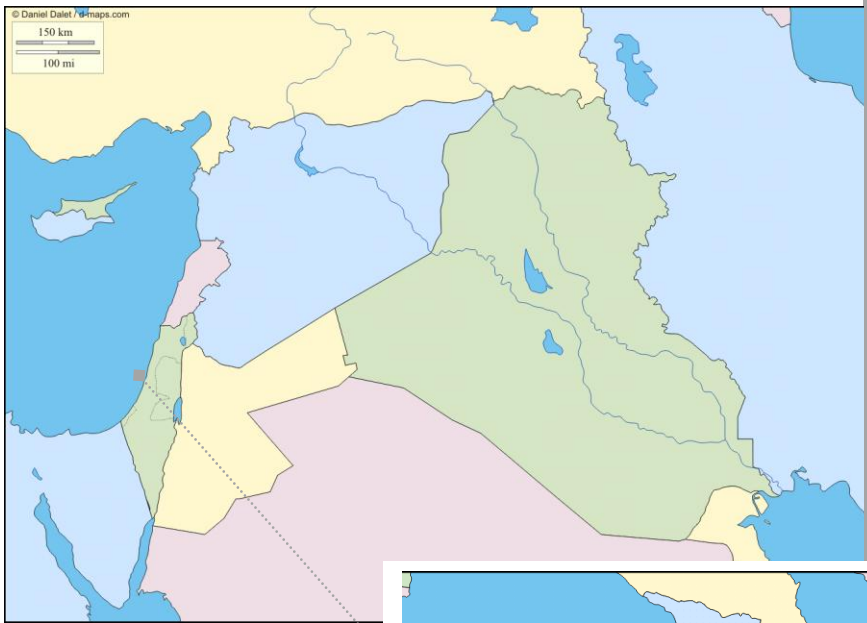
Extra Notes...Things I shouldn't forget!

Seventh Grade Unit 2 The Modern Middle East

SS7G5 Standard/Elements

SS7G5 The student will locate selected features in Southwestern Asia (Middle East).

- Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.
- Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.



*Label these locations on the
inset map*



Euphrates River
Jordan River
Tigris River
Suez Canal
Gaza Strip
Iran
Iraq
Israel
Saudi Arabia

*Label these locations
on the regional map*



Iran
Iraq
Israel
Saudi Arabia
Afghanistan
Turkey
Persian Gulf
Arabian Sea
Red Sea
Strait of Hormuz



SS7G5 Vocabulary Focus

Define these terms

Afghanistan A landlocked, mountainous country located northwest of India and east of Iran in Southwest Asia

Arabian Sea The northwest arm of the Indian Ocean between India and Saudi Arabia

Dead Sea A sea in Jordan that's so salty nothing can live there

Euphrates River One of the longest rivers in Southwest Asia; begins in Turkey and flows through Syria and Iraq

Gaza Strip A coastal region at the southwestern corner of the Mediterranean Sea bordering Israel and Egypt

Iran West of Afghanistan, one of the largest countries in Southwest Asia

Iraq Country west of Iran which has the advantage of having two of the largest rivers in the region, the Tigris and Euphrates

Israel A republic on the Mediterranean Sea created in 1948 by the United Nations as a home to the Jewish people of the world

Jordan River Small but important river that begins in the southern Sea of Galilee and flows into the Dead Sea

Persian Gulf One of the main shipping routes for oil to be shipped out from the rich fields of Kuwait, Saudi Arabia, Iran and others

Red Sea A sea that borders Egypt and the Arabian Peninsula

Rub al-Khali A desert in Saudi Arabia whose name means "Empty Quarter"

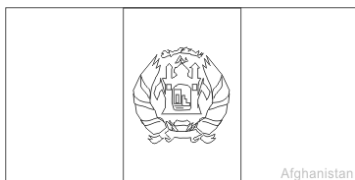
Saudi Arabia Largest country on the Arabian Peninsula in Southwest Asia; controlled by a monarchy

Strait of Hormuz A very narrow waterway in which ships must navigate to and from the Persian Gulf

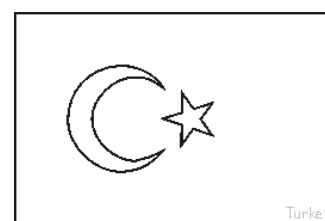
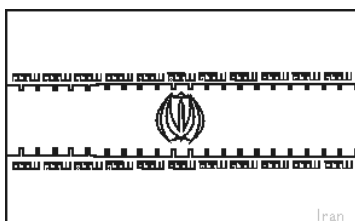
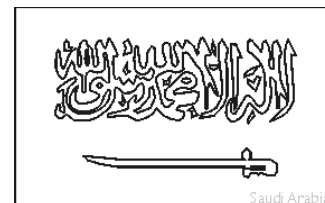
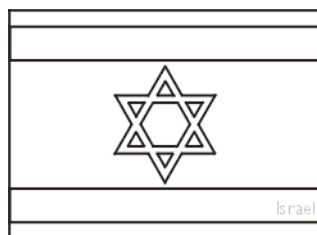
Suez Canal Canal in Egypt that allows water transportation between Europe and Asia without traveling around Africa

Tigris River River that begins in Turkey and flows through Iraq

Turkey A country located to the north and west of Iraq, where the Tigris and Euphrates Rivers begin



Flags of the region



SS7G7 Standard/Elements

SS7G7 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on southwest Asia (Middle East).

a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).

b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

SS7G7 Vocabulary Focus

Define these terms

OPEC The Organization of Petroleum Exporting Countries, founded to set oil price and policy

Bedouins People who live in the desert and move around a lot (desert nomads)

Subsistence Agriculture Growing food to provide for your family

Water Essential for life because every organ in the body needs water to function and crops must have water to grow

Hydroelectric Power Electricity produced from the energy of running water

Qanats underground tunnels in Southwest Asia that bring water from the hills to the dry plains

Landlocked Describing a country that has no sea coast or access to an ocean

SS7G7 Enduring Understandings/Essential Questions

Students will understand that location affects a society's economy, culture, and development.

How does the distribution of oil affect the development of Southwest Asia (Middle East)?

Oil makes countries rich, so countries that have oil resources generally are better off than others. Some countries like Israel, that don't have oil resources, have to find their money in other ways.

How do the deserts and rivers of Southwest Asia (Middle East) affect the population in terms of where people live, the type of work they do, and how they travel?

People live near water, so population centers are found near water sources.

OPEC

How does the barrel break down?



Label the following countries on this map with their oil amounts: (* = not an OPEC member)



Algeria* - 0.9%

Egypt* - 0.3%

Iran - 8.7%

Iraq - 10.1%

Kuwait - 9.4%

Libya - 2.9%

Oman* - 0.5%

Qatar - 1.5%

Saudi Arabia - 25.4%

United Arab Emirates - 9.5%

Yemen* - 0.4%

<u>The</u> <u>oil</u> <u>effect</u>	Iran	Iraq	Israel	Kuwait	Saudi Arabia	Turkey	United Arab Emirates	United States
Area (sq.km)								
Farmable Land								
Population								
Literacy Rate								
GDP per capita								
% pop below poverty line								
Oil Production								
Oil Exports								
Oil Reserves								
Oil Consumption								

SS7G8 Standard/Elements

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

- a. Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East); Judaism, Islam, and Christianity.
- d. Explain the reasons for the division between Sunni and Shi'a Muslims
- e. Evaluate how the literacy rate affects the standard of living.

SS7G8 Vocabulary Focus

Define these terms

Arab A member of a Semitic group inhabiting Arabia and the Middle East

Christianity A religious group of Christians who believe Jesus Christ is the son of God

Farsi Language spoken by the Persians in Iran

Islam/Muslims The religious faith of Muslims based on the words of the Prophet

Mohammed

Judaism A religious group of Jews who believe in one God

Kurd An ethnic group that lives in the mountains of Syria, Turkey, and Iraq

Persian An ethnic group of people who live in the modern country of Iran

Sunni Islam The largest denomination of Muslims

Shi'a Islam The second largest denomination of Muslims

SS768 Enduring Understanding/Essential Questions

Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

What is the difference between an ethnic group and a religious group?

An ethnic group is the way you're born, the language you speak, the stories you learn, your family's traditions and habits. A religious group is just based on a belief in God. One can not change his or her ethnic group.

How are the religions of the Arabs, Persians, and Kurds diverse?

Islam is found in all three ethnic groups, but there are Christian and Jewish Arabs. Persians are mostly Shia Muslims and Kurds are mostly Sunni Muslims.

What are the similarities and differences between Judaism, Islam, and Christianity?

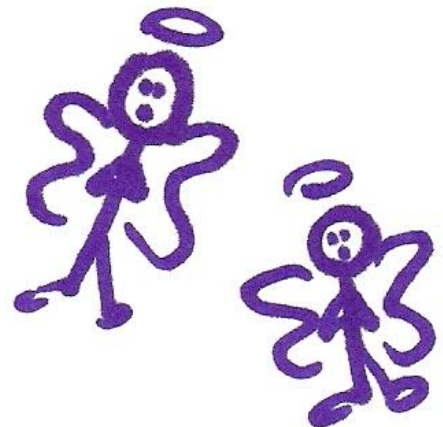
All three religions believe in one God (monotheistic) and believe they are the children of Abraham. Jews and Muslims follow specific laws that Christians do not have to.

What is the reason for the division between Sunni and Shi'a Muslims?

After the Prophet Mohammed died, his followers did not know who should lead the religion. The Shia believe the next leader should be a blood relative, but the Sunni believed it should be someone who was the most familiar with the faith.

How does literacy rate affect the standard of living?

Countries with a high literacy rate have workers who can read. They will get better jobs and make more money. When the literacy rate in a country goes up, the standard of living goes up, too.



Middle East Religions

Name of Religion	Judaism	Christianity	Islam
Central Figure	Abraham	Jesus Christ	Prophet Mohammed
Place of Origin	Israel	Bethlehem, Israel	Mecca, Saudi Arabia
Year of Origin	2000 BCE	Became a recognized religion in 300 AD	Became a recognized religion around 600 AD
Language	Hebrew	The first church services were conducted in Latin	Arabic
Holy Book	Torah	Bible	Qur'an
Place of Worship	Synagogue	Church	Mosque
Followers are Called	Jews (or Jewish)	Christians	Muslims
Name for God	YHWH because it was against the Ten Commandments to say God's name out loud	God	Allah
Main Belief	Someday a Messiah will come to bring peace to the holy land.	Jesus Christ is the son of God and was resurrected from the dead.	There is only one God, Allah, and Mohammed is His prophet.

Arabs, Persians, and Kurds! (Oh, my)

Name: _____

Date: _____

Fill in the blanks using the puzzle you put together...

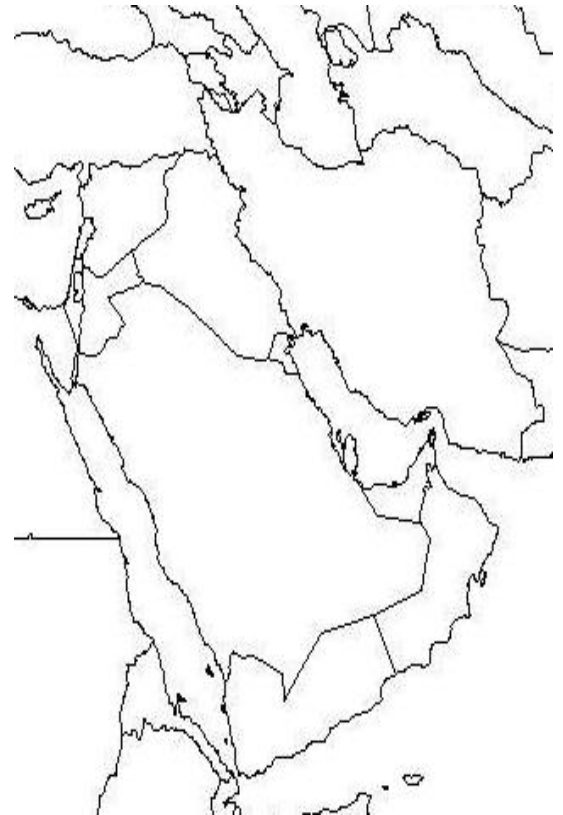
You might be an Arab if you...



You might be a Persian if you...



You might be a Kurd if you...



SS7CG4&5 Standards/Elements

SS7CG4 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power; unitary, confederation, and federal.
- b. Explain how governments determine citizen participation; autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments; parliamentary and presidential.

SS7CG5 The student will explain the structures of the national governments of Southwest Asia.

- a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the Theocracy of the Islamic Republic of Iran.

SS7G4&5 Enduring Understanding/Essential Questions

Students will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

How does the unitary, confederation, and federal government systems distribute power?

unitary systems – power is with the central government; Confederation systems – power is with the local governments; federal system – power is shared between central and local governments.

How do autocratic, oligarchic, and democratic governments determine citizen participation?

Autocratic systems have one leader and few voting rights; oligarchic systems are ruled by a small group and offer few voting rights; democratic leaders are elected by the voters

What are the components of parliamentary and presidential government?

In a parliamentary system, people vote for the party that best represents their interests and the party chooses the prime minister. In a presidential system, the people vote directly for the person who will become president.

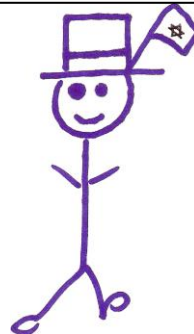
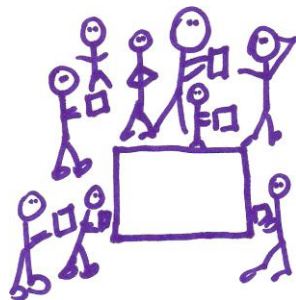
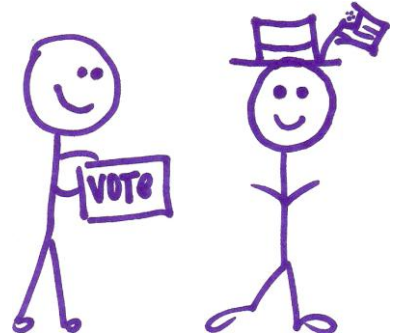
What distinguishes the form of leadership, public voting procedures, and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?

Israel is a democracy, so people get to vote. People vote for a president to govern with the Supreme Leader (who they don't choose) in Iran. The leader in Saudi Arabia is a hereditary monarch, so the people have no vote.

Which country is Joe Voter visiting? Identify the country from the standard.

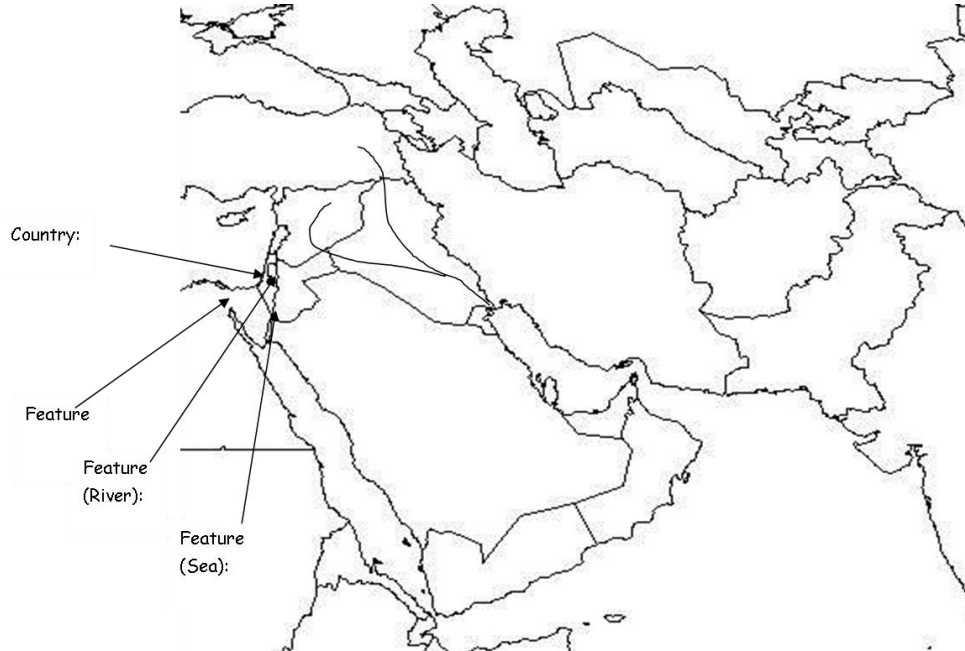
SS7CG5 The student will explain the structures of the national governments of Southwest Asia.

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the Theocracy of the Islamic Republic of Iran.



Unit 2...the good stuff

Map *(Label the important stuff and take this home to study)*



Religion *(what's important to know about these religions and ideas?)*

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

- Explain the differences between an ethnic group and a religious group.
- Explain the diversity of religions within the Arabs, Persians, and Kurds.
- Compare and contrast the prominent religions in Southwest Asia (Middle East); Judaism, Islam, and Christianity.
- Explain the reasons for the division between Sunni and Shi'a Muslims
- Evaluate how the literacy rate affects the standard of living.

Government *(What's important to remember about these concepts?)*

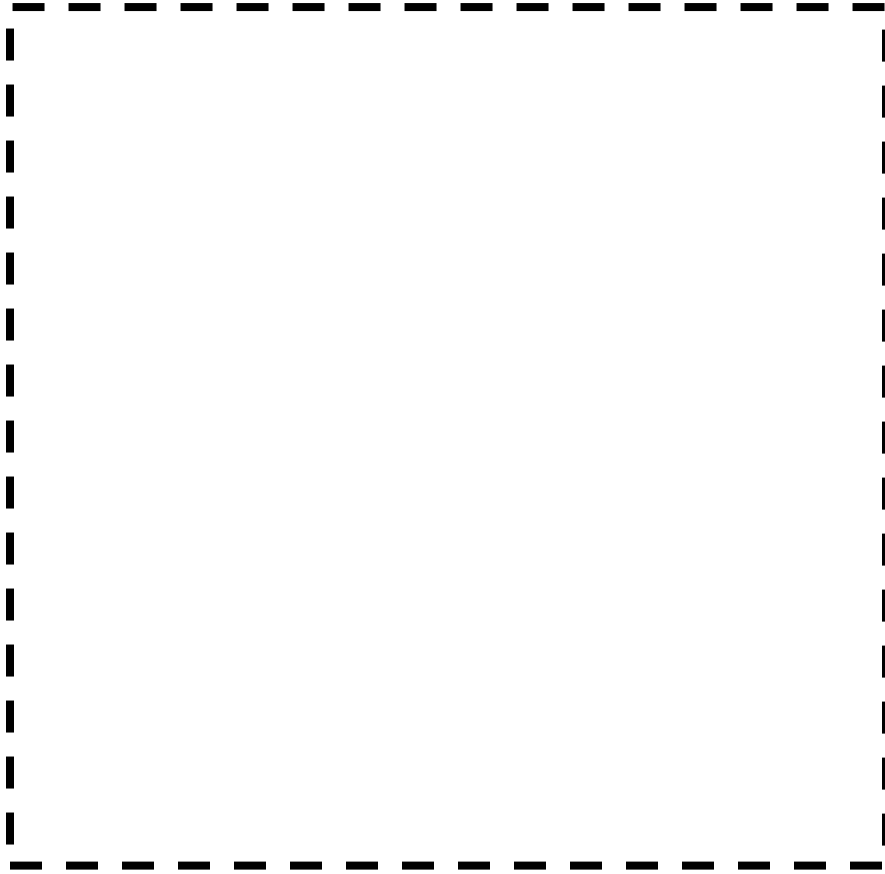
SS7CG5 The student will explain the structures of the national governments of Southwest Asia.

- Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the Theocracy of the Islamic Republic of Iran.

Extra Notes...Stuff I shouldn't forget!

It's TEST TIME!!

For this test over Unit 2, you can use your notes! That is, any note you can fit in this little square...



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Extra Notes...Things I shouldn't forget!

Seventh Grade Social Studies Unit 3
Impact of Environment and Economy on Southwest Asia (Middle East)

Elaborated Unit Focus

Southwest Asia (Middle East) has been involved in trade and a world influence since ancient times. The region has experienced a cycle of economic growth and decline over the last several decades. The dramatic rise in oil prices, the continuing struggles with the availability and control of fresh water resources, and diversification of agriculture facilitated this growth and decline. Most nations in Southwest Asia (Middle East) benefit from increased oil revenues. In this unit students will compare and assess the human environment interaction of the region by examining the distribution, pollution and use of natural resources in the area. In addition, students will explore factors influencing the production, distribution, and consumption of goods and services in the region through trade and world influences.

SS7G6 Standards/Elements

SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).

a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

SS7G6 Vocabulary Focus

Define these terms

Water Pollution contamination of water supplies due to chemicals, fertilizer, sewage, and other garbage

Unequal water distribution This is when one group gets more water than another due to geographic, cultural, or governmental factors

SS7G6 Enduring Understandings/Essential Questions

Students will understand that humans, their society, and the environment affect each other.
How do water pollution and the unequal distribution of water impact irrigation and drinking water in Southwest Asia?

People must have water to live. Some countries purify salt water (desalination), and some have to dig wells.

How has the distribution of oil affected the development of Southwest Asia, or the Middle East?

Oil makes countries rich.



What's going on in this cartoon?

What comment is the artist (Esquivel) trying to make?

SS7E5-7 Standards/Elements

SS7E5 The student will analyze different economic systems.

- Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
- Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
- Explain why international trade requires a system for exchanging currencies between nations.

SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.

- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- Explain the role of oil in these countries' economies.
- Describe the role of entrepreneurship.

	Economy is based on...	Who makes the decisions?	GDP per capita	OPEC member?
Israel				
Saudi Arabia				
Turkey				

SS7E5-7 Enduring Understandings/Essential Questions

Students will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

1. **How does specialization encourage trade between countries in Southwest Asia?**

People will buy from the places they know do the best work – oil from Saudi Arabia, for example

2. **How are tariffs, quotas, and embargos barriers to trade in Southwest Asia?**

They make trade difficult between countries

3. **What is the primary function of OPEC (Organization of Petroleum Exporting Countries)?**

To determine the price and distribution of oil world-wide

4. **Why does international trade require a system of exchanging currencies between nations?**

Different countries use different money; it's not the same everywhere

5. **What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?**

Educated workers are easier to train, so better jobs go to workers who can read; this raises the standard of living/GDP

6. **What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?**

Spending money on technology makes sure your business is successful, which brings in more money

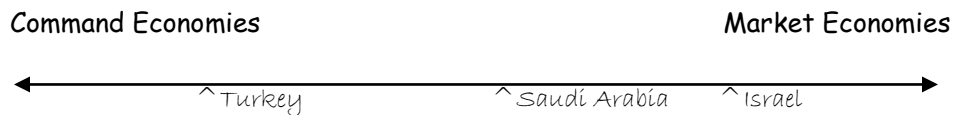
7. **What is the role of entrepreneurship in Southwest Asia?**

Entrepreneurs bring business to areas in Southwest Asia

8. **How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of 1)what to produce, 2) how to produce, and 3) for whom to produce?**

Traditional systems are based on the way things have always been done. In market systems, the producers answer those questions and in command systems, a government group answers those questions

9. **Where are the economic systems of Southwest Asia located on a continuum between pure market and pure command?**



10. **What are the similarities and differences between the economic systems in Israel, Saudi Arabia, and Turkey?**

All three are mixed economies, but Israel's system is based on technology. Although Turkey's government had tight control of the economy, it's loosening up some. Saudi Arabia's economy is based on oil.

Unit 3 Test Time! Are you ready?

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Remember these economic terms? These will show up on the test!

- Traditional economy
- Command economy
- Market economy
- Mixed economy
- Specialization
- Trade barriers
- Tariff
- Quota
- Embargo
- Currency
- Human capital
- Capital
- Natural Resources
- Gross Domestic Product (GDP)
- Entrepreneurship



Extra Notes...Things I shouldn't forget!

Seventh Grade Unit 4
Origins of Modern Southwest Asia (Middle East)

Elaborated Unit Focus

In this unit students will gain an understanding of the modern cultural and physical landscape of Southwest Asia (Middle East). Students will examine how conflict and change have shaped and continue to shape the political boundaries of the region. When examining the specific elements of culture, students will work towards a deeper understanding of the prominent religions in the area. Students will examine the governance of the region including the role religion plays in governance and international relations of this area. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics have affected where people live, the types of work they do, and how they travel.

SS7H2 Standard/Elements

SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

- a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
- b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
- c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).
- d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

SS7H2 Vocabulary Focus

Define these terms on the next page

Ottoman Empire
Partitioning
Holocaust
Anti-Semitism
Zionism
Persian Gulf War
Operation Desert Storm
Operation Iraqi Freedom



SS7H2 Vocabulary Focus

Anti-Semitism Hatred of the Jews simply because they practice the Jewish faith

Holocaust A time when over six million Jews were killed in concentration camps set up by Germany

Operation Desert Storm Another name for the Persian Gulf War

Operation Iraqi Freedom An invasion led by the United States in 2003 to stop the development of nuclear weapons by Iraq

Ottoman Empire An empire that controlled much of the Middle East (or Southwest Asia) from the 1300's until the end of World War I

Partitioning Dividing land that has been taken over into parts without thinking of the needs of the people living there

Persian Gulf War Military force used to liberate Kuwait from the Iraqi invasion in 1991; also called Operation Desert Storm

Zionism The feeling that the world's Jews deserved to return to a homeland in Zion (Israel)

SS7H2 Enduring Understanding/Essential Questions

Students will understand that when there is conflict between or within societies, change is the result.

How did European partitioning in Southwest Asia after the breakup of the Ottoman Empire lead to regional conflict?

The areas were divided up without thinking of the needs of the people already living there

How is the origin of Judaism, Islam, and Christianity a source of conflict over the land?

Jerusalem, Israel, is a very holy place to all three religions and all three fight for control of the city

How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern State of Israel?

Anti-semitism caused the Holocaust to happen. Zionists believe that to make up for the genocide, the world should allow the Jews to return to their homeland, which was the modern country of Palestine, which was renamed Israel

How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?

The Jews were given Palestine, but the Muslims were already there. Jews and Christians supported the creation of Israel, while Arab Muslims wanted it to stay Palestine.

What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?

When Saddam Hussein led his Iraqi troops to take over Kuwait, the USA got involved (Persian Gulf War) in 1991

Afghanistan - we went after the terrorists (Osama bin Laden and Al-Qaeda) responsible for the 9-11 attacks in 2001

Iraq - we were afraid Saddam Hussein had nuclear weapons that he would use against us or our friends (2003)



History's Great Break-Ups

The Ottoman Empire

How big was it in the 1300s to 1914?

Why did it get weak?

What was the result of the San Remo Agreement in 1920?

Why has this led to lots of conflict?

Arabs, Persians, and Kurds

What religion do most Arabs follow?

Where do Persians live?

How are Persians different from Arabs?

How are Kurds different from Persians and Arabs?

Sunni and Shia Islam

Who were the "Four Rightly Guided Caliphs"?

Who did the Sunni think ought to lead Islam?

Who did the Shia want to lead Islam?

Definitions:

Ethnic group

Religious group

Flash! Write the term/concept on the front and its definition on the back.

Extra Notes...Things I shouldn't forget!

Unit 4 Test Time! Are you ready?

For this test over Unit 4, you can use your notes! That is, any note you can fit in this little square...



Cut it out and write in everything you think you might not remember on the test. You may use **only** this square on the test for help. Study!

Extra Notes...Things I shouldn't forget!

7th Grade Unit 5
Southern and Eastern Asia in the 20th Century and Today

Elaborated Unit Focus

In this unit students will gain an understanding of the modern cultural and physical landscape of Southern and Eastern Asia. By learning of the diverse cultures, students will gain insight into the prominent religions of Southern and Eastern Asia and how literacy rates affect the standard of living. When examining the specific elements of culture, students will work toward a deeper understanding of how they have been integral in governance and international relations. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics in the region and examine how location, climate, and physical characteristics affect where people live, the work they do, and how they travel.

SS7G11 Standard/Elements

SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

- a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
- b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

SS7G11 Vocabulary Focus

Define these terms

Climate State of the atmosphere at a particular location over a long period of time;

temperature and rainfall

Monsoon Seasonal wind lasting several months, often bringing heavy rains

Typhoons Tropical storm

Subcontinent Smaller division of a larger continent that is very different from the rest of

it

SS7G11 Enduring Understanding/Essential Questions

Students will understand that location affects a society's economy, culture, and development.

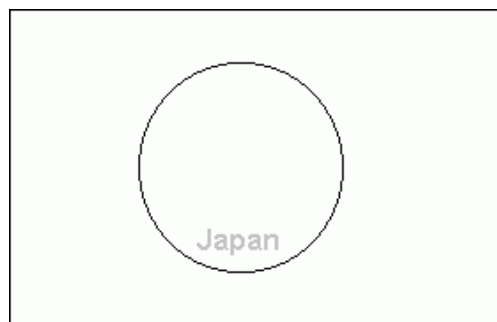
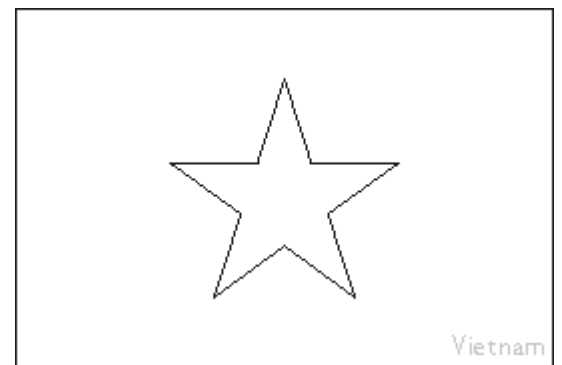
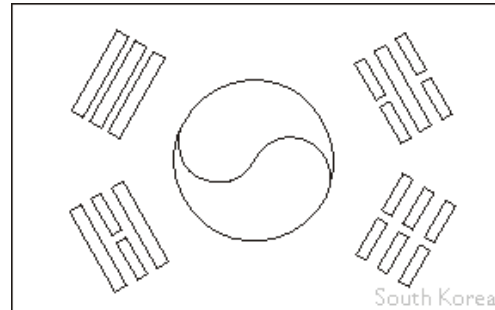
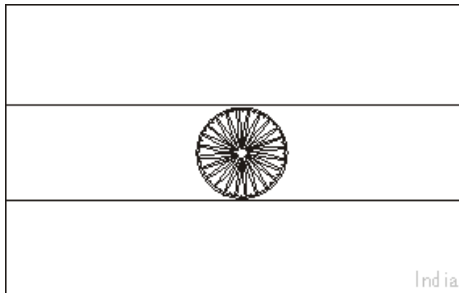
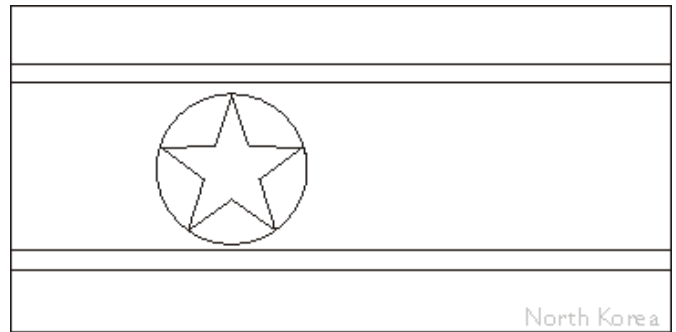
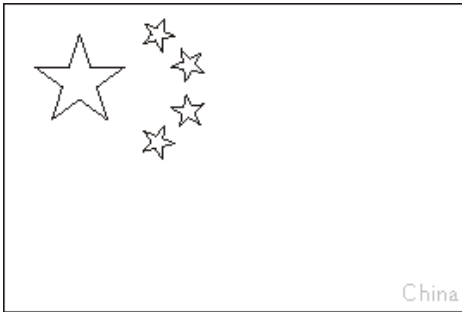
What is the impact of climate and location on population distribution in Southern and Eastern Asia?

Areas that are rocky, mountainous, or desert aren't populated heavily

How do the mountain, desert, and water features of Southern and Eastern Asia affect the population in terms of where people live, the types of work they do, and how they travel?

Cities are located near water

Flags of the region



SS7G9 Standards/Elements

Locate these places on the political map (below).

SS7G9 The student will locate selected features in Southern and Eastern Asia.

a. Locate on a world and regional political-physical map; Ganges River, Huang He (Yellow River) Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.

b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.

SS7G9 Vocabulary Focus

Label these locations on the map below

Ganges River

Huang He (Yellow River)

Indus River

Mekong River

Yangtze (Chang Jiang) River

Bay of Bengal

Indian Ocean

Sea of Japan

South China Sea

Yellow Sea

Gobi Desert

Taklimakan Desert

Himalayan Mountains

Korean Peninsula

China

India

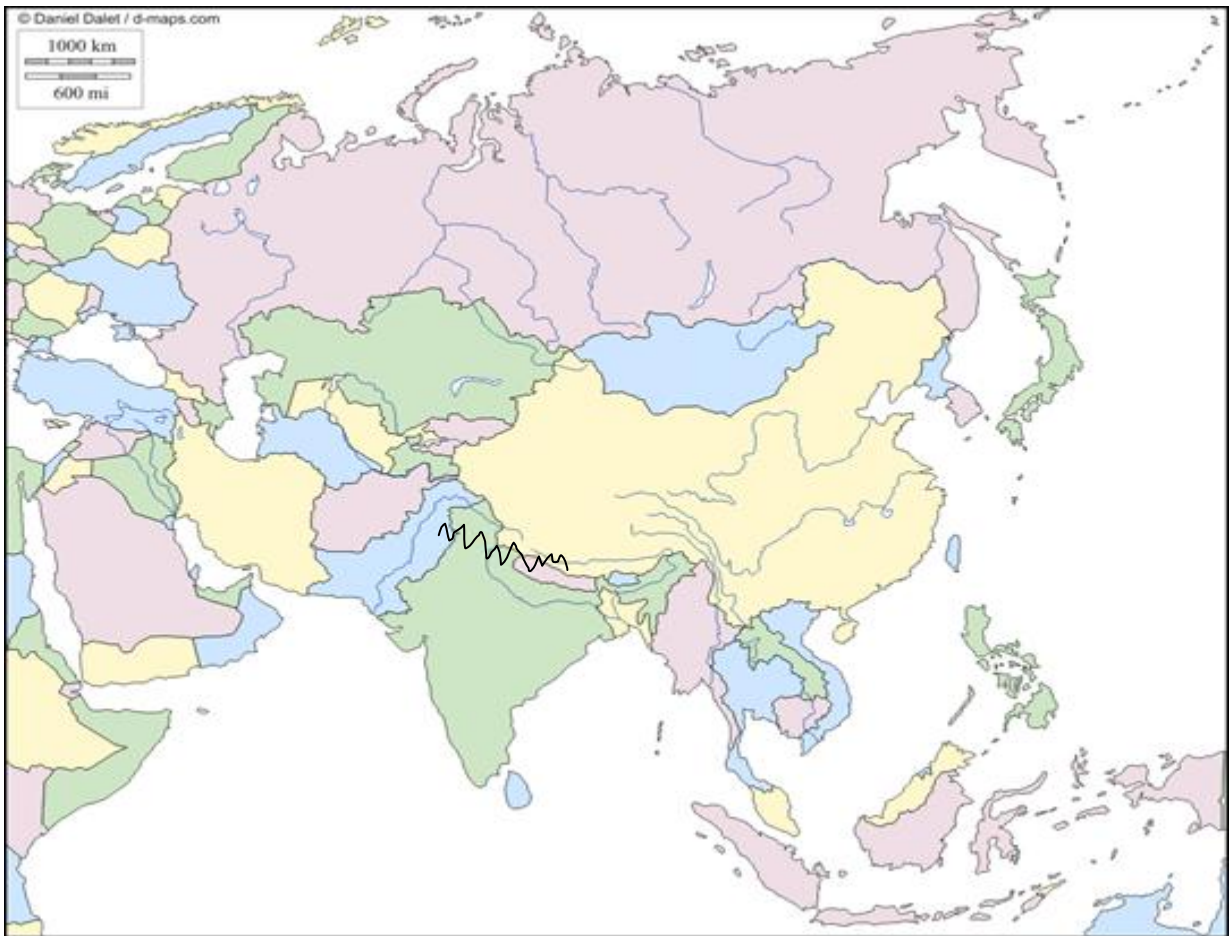
Indonesia

Japan

North Korea

South Korea

Vietnam



S57G9 Vocabulary Focus

Define these terms

Bay of Bengal Bay south of Bangladesh where the Ganges River empties

China The largest country in Southern and Eastern Asia; communist nation

Ganges River India's most important river; starts in the Himalayas and flows southeast through India and Bangladesh

Gobi Desert Mostly covered in sand and rocks and located in northern China, this can be the hottest and coldest place on earth

Himalayan Mountains Highest mountains in the world, form the southern border of China; AKA "roof of the world"

Huang He (Yellow River) Begins in Tibet and flows east through China; often called "China's Sorrow" due to frequent flooding

India Asian country bordered by the Himalaya Mountains to the north

Indian Ocean Body of water south of India, third largest ocean in the world

Indonesia Country in southern Asia that is an archipelago made up of over 17,000 islands; largest Muslim country in the world

Indus River Begins in the mountains of Tibet and flows through Pakistan to the Arabian Sea

Japan Constitutional monarchy in Asia made up of four major islands; strong economic power and ally of the USA

Korean Peninsula Mountainous body of land attached to China and bordered by the Yellow Sea and Sea of Japan

Mekong River Begins on the Tibetan Plateau and flows south from China into the South China Sea; rich farmland

North Korea Communist country that occupies the northern half of the Korean Peninsula; not a friend of the USA

Sea of Japan Small sea bound by Russia to the north and Japan to the east

South China Sea Sea south of China that borders Vietnam, Malaysia, and the Philippines

South Korea Democratic country occupying the southern half of the Korean Peninsula; friends with the USA

Taklimakan Desert 600 mile long desert in northern China, part of the Silk Roads

Vietnam Communist nation south of China

Yangtze (Chang Jiang) River Starts in Himalayas and flows east, China's largest river at 3,400 miles long

Yellow Sea Body of water between China North and South Korea, called "yellow" because of dust from the Gobi Desert



SS7G12 Standards/Elements

The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

- Explain the differences between an ethnic group and a religious group.
- Compare and contrast the prominent religions in Southern and Eastern Asia; Buddhism, Hinduism, Islam, Shintoism, and the philosophy of Confucianism.
- Evaluate how the literacy rate affects the standard of living.

SS7G12 Vocabulary Focus

Define these terms

Brahman The name Hindus have given to the gods they believe are part of a supreme spirit

Buddha The name given to the priest of the Buddhist religion; also known as "The Enlightened One"

Buddhism A belief that people could find peace if they reject greed and desire

Caste System A belief that social class is inherited

Confucianism A philosophy or ethical system based on good deeds and morality

The Eightfold Path The eight rules for conduct that a person practicing Buddhism was to follow during his or her lifetime

Four Main Castes Division of the caste system in the Hindu religion

Four Noble Truths Four phases of the Buddhist religion

Golden Rule of Behavior A belief from the religion of Confucianism that "what you do not like when done unto yourself, do not do to others"

Hinduism The worship of many gods that are a part of a supreme spirit named Brahman

Kami The divine spirit that followers of the Shinto religion believe live in nature; means 'superior' in Japanese language

Karma The belief that one's actions determine one's fate

The Middle Way The goals that were to be accomplished by following what Buddha called the Eightfold Path (8 rules for conduct) in Buddhism

Nirvana Name given to reaching a state of perfect peace in the religion of Buddhism

Polytheism/polytheistic Describing a religion that believes in many gods

Reincarnation A belief that the soul does not die with the body, but enters the body of another being, whether a person or an animal

Shintoism The earliest religion in Japan, which means "Way of the Gods"

Vedas (AKA Book of Knowledge) Book containing prayers and rituals of the Hindu religion

SS7G12 Enduring Understandings/Essential Questions

Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

What are the differences between an ethnic group and a religious group?

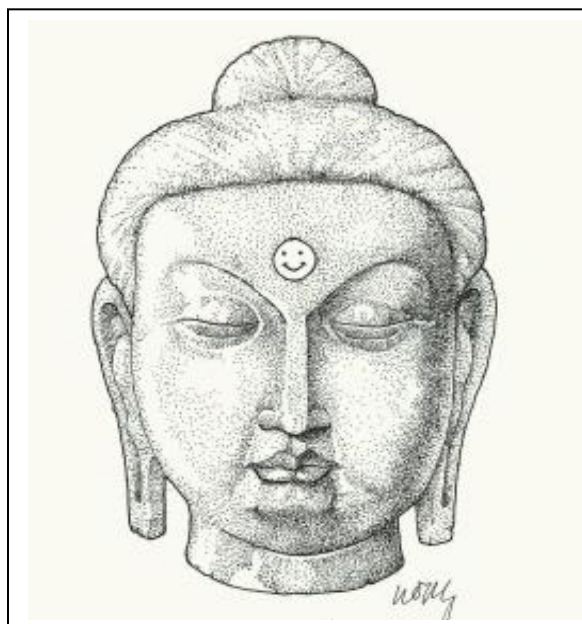
An ethnic group is the way you're born, the language you speak, the stories you learn, your family's traditions and habits. A religious group is just based on a belief in God. One can not change his or her ethnic group.

What are the similarities and differences of Buddhism, Hinduism, Islam, Shinto, and the Philosophy of Confucianism?

Buddhism came from Hinduism. All but Islam believe you can be a member of more than one religion. Shinto is found in Japan and Confucianism started in China.

How does the literacy rate affect the standard of living in East and South Asia?

A high literacy rate leads to a high standard of living.



"Third Eye" by Bill Long

Religions of Asia...The Top 10 Things Everyone Needs to Know About...	
Hinduism	Buddhism
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Shinto	Confucianism
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

SS7CG6&7 Standards/Elements

SS7CG6 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.

- a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic of China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

SS7CG6&7 Vocabulary Focus

Define these terms

Cabinet A group of advisors

Chinese Communist Party Ruling party in China

Diet of Japan Two-house legislature elected by the Japanese people

District Councils Groups elected or appointed as a legislative body

Emperor Male leader of an empire

Indian National Congress Two-house legislature made up of representatives elected from all across India

National People's Congress Group elected every five years by a vote of the Chinese people

Panchayat Small village councils in India (local governments)

Political Bureau of the Communist Party Small group of men who make all the decisions on how China's government and life should be organized

Premier Name given to the chief administrator of a government

Prime Minister Name given to the head of government; chief executive of a parliamentary democracy

Secular Describes a government that does not favor a special religion

SS7CG6&7 Enduring Understanding/Essential Questions

Students will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

How does the unitary, confederation, and federal government systems distribute power?

Unitary systems - power is with the central government; Confederation systems - power is with the local governments; federal system - power is shared between central and local governments.

How do autocratic, oligarchic, and democratic governments determine citizen participation?

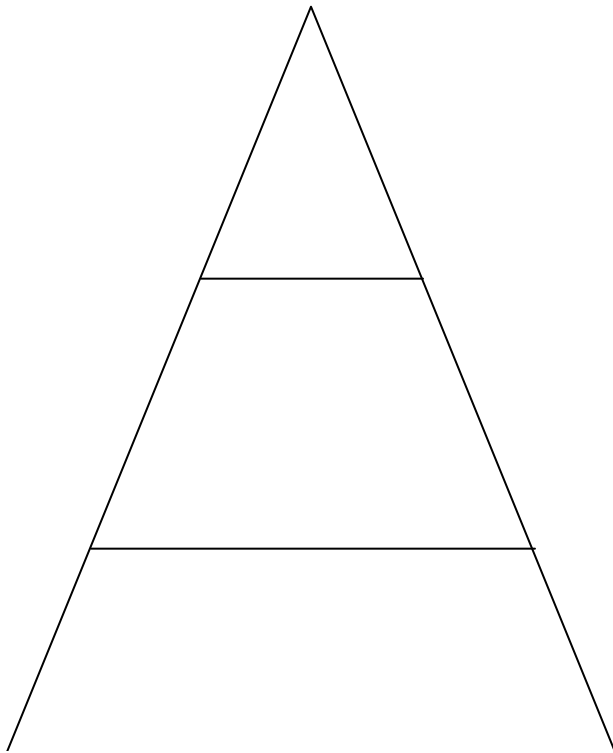
Autocratic systems have one leader and few voting rights; oligarchic systems are ruled by a small group and offer few voting rights; democratic leaders are elected by the voters

What are the components of parliamentary and presidential government?

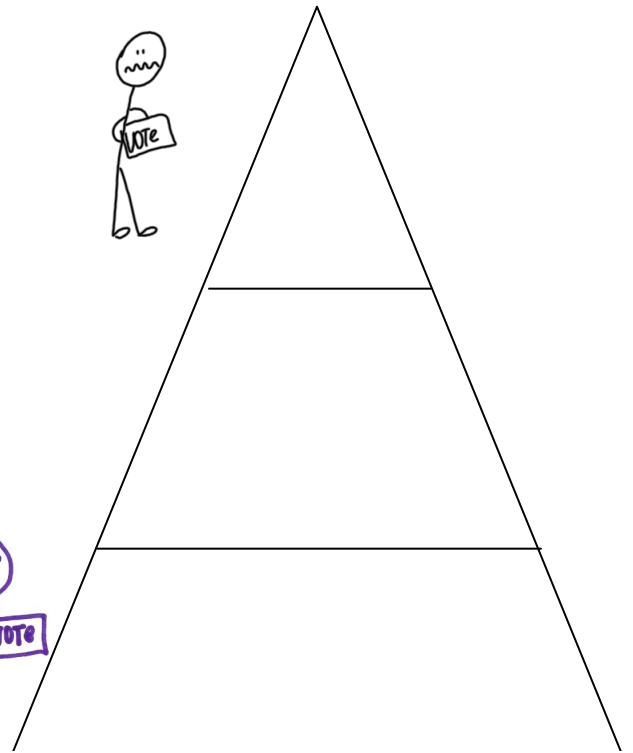
In a parliamentary system, people vote for the party that best represents their interests and the party chooses the prime minister. In a presidential system, the people vote directly for the person who will become president.

What are the similarities and differences between leadership, voting rights, and personal freedoms in the Federal Republic of India, The People's Republic of China, and Japan? India and Japan have much more freedom for the voters. China is communist, so it does not offer many freedoms.

Reviewing with the Triangles...



Unitary, Confederation, Federal



Autocracy, Oligarchy, Democracy

Who has the power?

Unitary System -

Confederation -

Federal System -

Autocracy -

Oligarchy -

Democracy -

Parliamentary Democracy -

Presidential Democracy -

Constitutional Monarchy -

Communist Government -

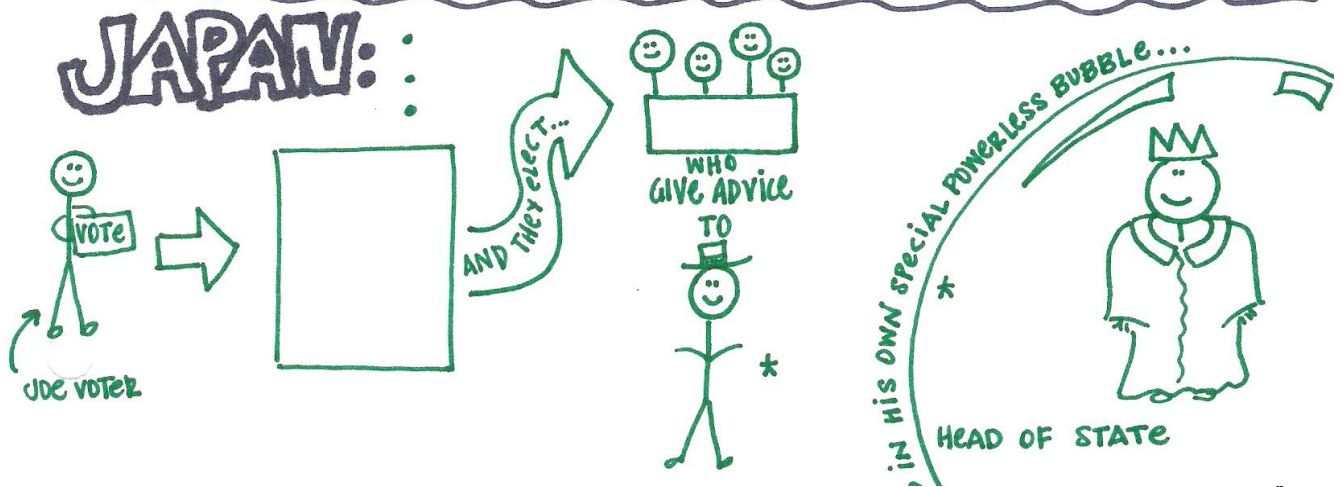
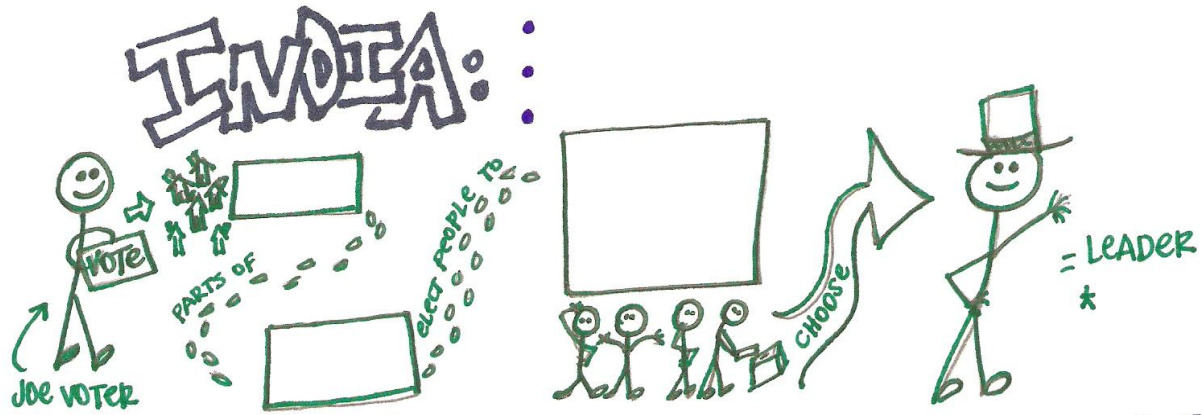
Where is Joe Voter happiest?



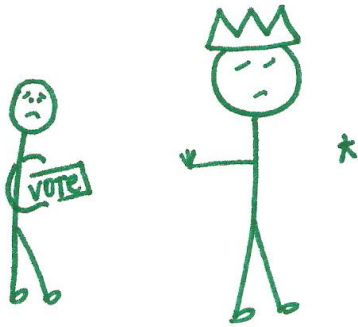
Where is Joe Voter not so happy?



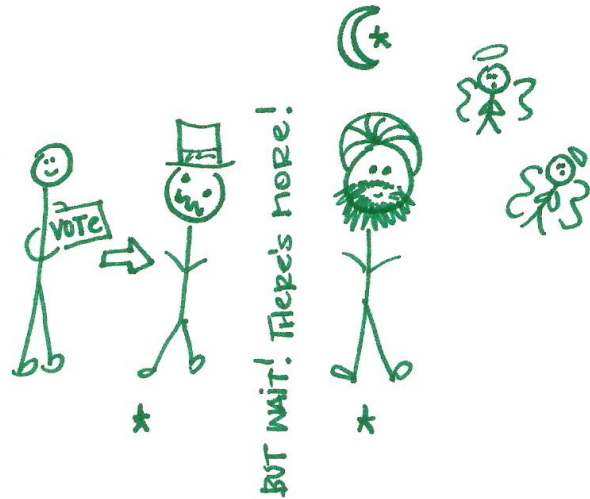
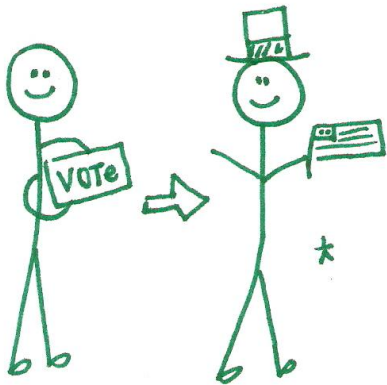
SSCG7 NOTES



REMEMBER THESE?



- A- ISRAEL
- B- IRAN
- C- SAUDI ARABIA
- D- USA



Memories...



Mao Zedong, China

Class of ...

Most Likely To...



Mohandas "Mahatma" Gandhi

Class of ...

Most Likely To...



Emperor Hirohito, Japan

Class of ...

Most Likely To...



Douglas MacArthur, Japan

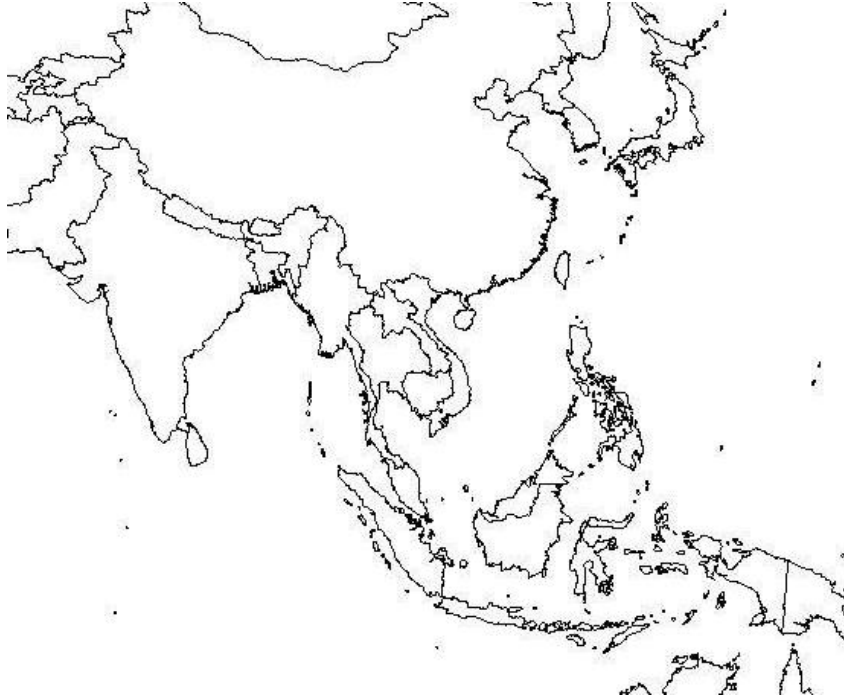
Class of ...

Most Likely To...

*Looking back on
SS7CG7's
Who's Who in
Asian History...*

Unit 5...the good stuff

Map *(Label the important stuff and take this home to study)*



Religion *(what's important to know about these religions and ideas?)*

SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

- Explain the differences between an ethnic group and a religious group.
- Compare and contrast the prominent religions in Southern and Eastern Asia; Buddhism, Hinduism, Islam, Shintoism, and the philosophy of Confucianism.
- Evaluate how the literacy rate affects the standard of living.

Government *(What's important to remember about these concepts?)*

SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.

- Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic of China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

Extra Notes...Things I shouldn't forget!

Top Secret

You may use any notes you can fit in this little square on the upcoming Unit 5 Test.
Ssssh...don't tell anyone...this is YOUR little cheat sheet.



Cut it out and write in everything you think you might not remember on the test. You may use **only** this square on the test for help. Study!

Extra Notes...Things I shouldn't forget!

7th Grade Unit 6
Impact of Environment and Economy on Southern and Eastern Asia

Elaborated Unit Focus

Southern and Eastern Asia has been involved in trade and world influence since ancient times. In this unit students will compare and assess the human environment interaction of the region by examining the population distribution, pollution, and use of natural resources. As the production, distribution, and consumption of goods has increased, and economies in this region have grown and prospered, the human environment interaction has taken its toll. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, and natural disasters, which affect Southern and Eastern Asia and influence the rest of the world.

SS7G10 Standards/Elements

SS7G10 The student will discuss environmental issues across Southern and Eastern Asia

- a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
- b. Describe the causes and effects of air pollution and flooding in India and China.

SS7G10 Vocabulary Focus

Define these terms

Air Pollution The human introduction into the atmosphere of chemicals, particulate matter, etc., that cause harm or discomfort

Respiratory Disease Diseases of the lungs, bronchial tubes, and trachea in the human body

Automobile Emissions The carbons and other chemicals that come from a car's engine

Brown Clouds Layers of air pollution caused by airborne particles and chemicals from wood fires, cars, and factories

The Dragon Daily News

Asia Edition

Vol. 3, No. 1

Asia Struggling with Dire Environmental Issues

Seventh Graders Ask: Is the government to blame?

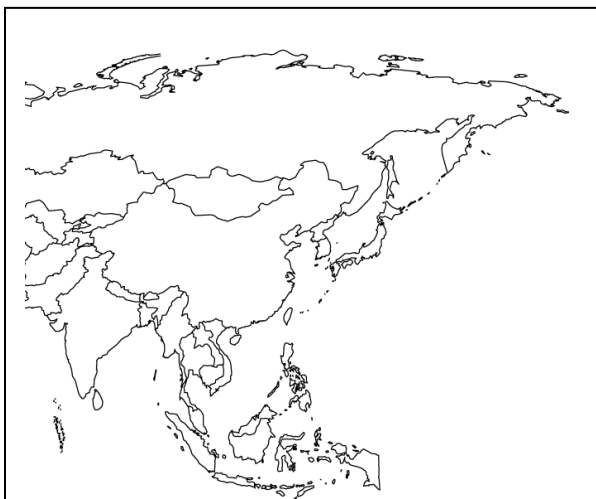
LINDALE, GA: Seventh graders in Ms. Davis's class reacted with shock and horror today when they learned about the long-range impact of the environmental disasters brewing currently in Asia. The students were especially distraught to learn that the Ganges Dolphin invited to be a guest speaker was unable to appear due to the fact that it was slowly going extinct.

Trash on the Ganges: Holy River? Or holy cow, that's disgusting!

How do Hindu people in India feel about the Ganges River?

Where's the pollution coming from?

Why isn't the government trying to fix it?



Label the Ganges River, India, and China.

Shade the areas that would experience air pollution.



A Ganges Dolphin

The Dolphin: Nature's Weirdest Victim
What's different about the Ganges Dolphin?

How did it get to be that way?

Ring Around the Cholera

What is cholera?

What is dysentery?

Where does it come from?

What are the symptoms?

How is it treated?

SS7G10 Enduring Understanding/Essential Questions

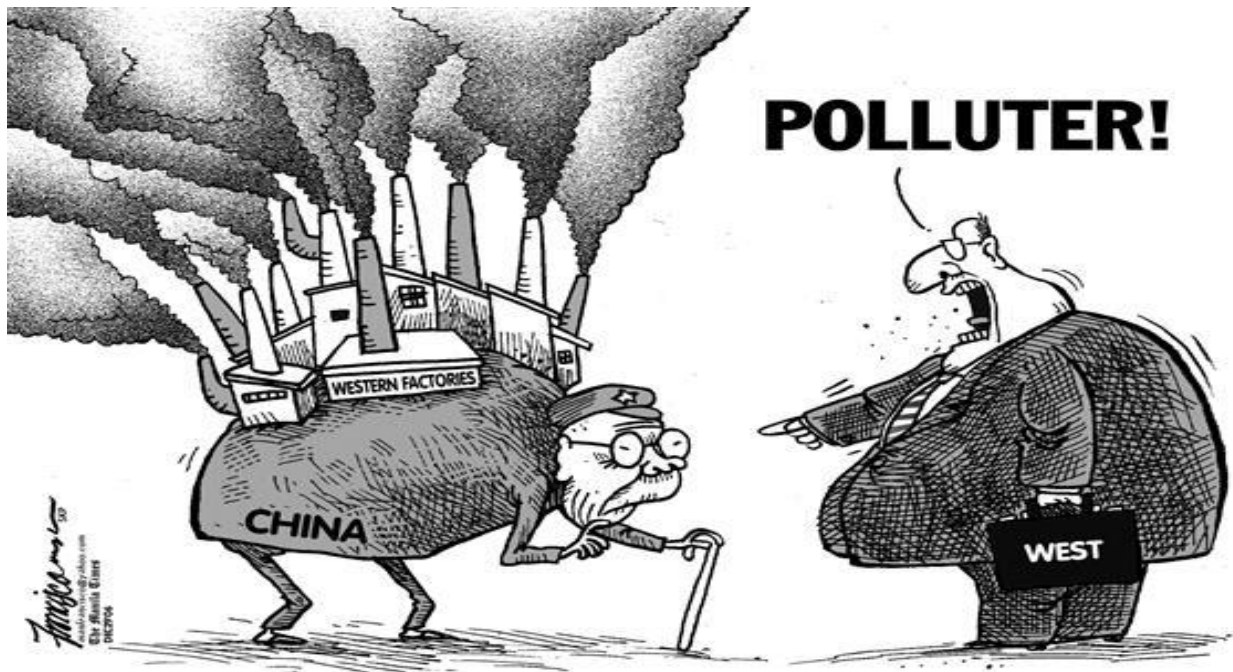
The student will understand that humans, their society, and the environment affect each other.

How has pollution affected the Yangtze and Ganges Rivers?

Both are polluted by chemicals and sewage, which has endangered the animal species found there as well as the human population.

What are the causes and effects of air pollution in India and China?

In China, the air is polluted because of factories and cars. In India, the air is polluted because people burn waste as fuel. In both situations, the result is respiratory diseases.



“The Polluter is China” by Manny Francisco

What’s going on in this cartoon?

What comment is this artist (Francisco) trying to make?

SS7E8-10 Standards/Elements

SS7E8 The student will analyze different economic systems.

- Compare how traditional, command, market economies answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce.
- Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- Compare and contrast the economic systems in China, India, Japan, and North Korea.

SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- Explain why international trade requires a system for exchanging currencies between nations.

SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.

- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- Describe the role of natural resources in a country's economy.
- Describe the role of entrepreneurship.

SS7E8-10 Vocabulary Focus

Define these terms

Arable Land soil suitable for farming

Capitalism An economic system in which the means of production and distribution are privately or corporately owned and developed

Collective Farms where people work together and share what they produce

Cooperatives Farms that are owned by the government; workers are told what produce they may grow

Cultural Revolution A name given to China's attempt in the 1960s to improve its economy by reorganizing its farms, businesses, and most of society

Four Modernizations A name given to China's attempt in the 1970s to reorganize its economy

Great Leap Forward A name given to China's attempt in the 1950s to reorganize its economy

Green Revolution A name given to the time period in the 1960s in India when they tried to modernize their agricultural system by introducing new types of seeds and grains, and fertilizer and pesticides were made available

Laissez-Faire A French phrase that means "let them do as they please"

Mao Zedong A founder of the Chinese Communist Party (1921), he led the Long March (1934-35) and proclaimed the People's Republic of China in 1949

Mineral Resources A mass of naturally occurring mineral material, usually of economic value, such as lead, zinc, gold, or silver

Premier Kim Il-Sung First communist leader of the Democratic People Republic of Korea (North Korea) from 1948-1994

Premier Kim Jong-Il Second communist leader of the Democratic People's Republic of Korea (North Korea) from 1994 to 2011; Son of Kim Il-Sung

Premier Kim Jong-Un Third communist leader of the Democratic People's Republic of Korea (North Korea) from 2011 to the present; son of Kim Jong-Il and grandson of Kim Il-Sung

Special Economic Zones Name given to those areas that were set up along the coastal areas to try to encourage foreign companies to do business with China

Terraces A way to farm land that's too hilly to work with

SS7E8-10 Enduring Understandings/Essential Questions

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

What are the advantages of specialization on trade between countries in Southern and Eastern Asia?

Countries want to trade with other countries that are known for doing one thing well.

How are tariffs, quotas, and embargos barriers to trade in Southern and Eastern Asia?

Tariffs (taxes), quotas (limits), and embargos (halts to trade) are all trade barriers because they discourage limitless trade between countries.

Why does international trade require a system for exchanging currencies between nations?

Different countries have different currencies that are worth different amounts.

What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?

An educated work force attracts better companies because workers who can read don't have to be trained as much. Better companies and better factories means more income, which raises the GDP.

What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?

Cutting edge technology will result in a product more people want to buy, which brings in more money, which raises the GDP.

How do natural resources affect a country's economy?

Countries with plenty of natural resources don't have to spend money to buy clean water or import oil, which is more money that can go into educating workers or investing in capital.

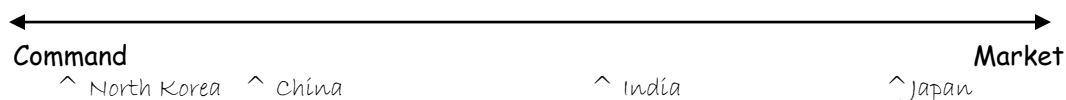
What is the role of entrepreneurship in Southern and Eastern Asia?

Entrepreneurs have the "big idea" and are willing to take the risk to start new businesses in Southern and Eastern Asia.

How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce?

Traditional economies are based on custom and habit. The government makes all the decisions in command economies, and the consumer/producers make all the decisions in market economies.

Where are the economic systems of Southern and Eastern Asia located on a continuum between pure market and pure command?








What are the similarities and differences between the economic systems in China, India, Japan, and North Korea?

Japan and India have strong economies that lean toward the market end. China is a communist system but is allowing for more freedoms, so it's moving away from the command end. North Korea is still very much controlled by the communist government and people don't have many choices at all.

RANKING THE WORLD BY ECONOMIC FREEDOM

Rank	Country	Overall Score	Rank	Country	Overall Score	Rank	Country	Overall Score
1	Hong Kong	89.7	65	Cape Verde	64.6	130	Bangladesh	53.0
2	Singapore	87.2	66	Slovenia	64.6	131	Papua New Guinea	52.6
3	Australia	82.5	67	Turkey	64.2	132	Algeria	52.4
4	New Zealand	82.3	68	Poland	64.1	133	Haiti	52.1
5	Switzerland	81.9	69	Portugal	64.0	134	Mauritania	52.1
6	Canada	80.8	70	Albania	64.0	135	China	52.0
7	Ireland	78.7	71	Belize	63.8	136	Cameroon	51.8
8	Denmark	78.6	72	Dominica	63.3	137	Guinea	51.7
9	United States	77.8	73	Namibia	62.7	138	Argentina	51.7
10	Bahrain	77.7	74	South Africa	62.7	139	Vietnam	51.6
11	Chile	77.4	75	Rwanda	62.7	140	Syria	51.3
12	Mauritius	76.2	76	Montenegro	62.5	141	Laos	51.3
13	Luxembourg	76.2	77	Paraguay	62.3	142	Seychelles	51.2
14	Estonia	75.2	78	Kazakhstan	62.1	143	Russia	50.5
15	The Netherlands	74.7	79	Guatemala	61.9	144	Ethiopia	50.5
16	United Kingdom	74.5	80	Uganda	61.7	145	Micronesia	50.3
17	Finland	74.0	81	Madagascar	61.2	146	Nepal	50.1
18	Cyprus	73.3	82	Croatia	61.1	147	Bolivia	50.0
19	Macau	73.1	83	Kyrgyz Republic	61.1	148	Burundi	49.6
20	Japan	72.8	84	Samoa	60.6	149	Sierra Leone	49.6
21	Austria	71.9	85	Burkina Faso	60.6	150	São Tomé and Príncipe	49.5
22	Sweden	71.9	86	Fiji	60.4	151	Guyana	49.4
23	Germany	71.8	87	Italy	60.3	152	Central African Republic	49.3
24	Lithuania	71.3	88	Greece	60.3	153	Togo	49.1
25	Taiwan	70.8	89	Lebanon	60.1	154	Maldives	48.3
26	Saint Lucia	70.8	90	Dominican Republic	60.0	155	Belarus	47.9
27	Qatar	70.5	91	Zambia	59.7	156	Lesotho	47.5
28	Czech Republic	70.4	92	Azerbaijan	59.7	157	Equatorial Guinea	47.5
29	Georgia	70.4	93	Morocco	59.6	158	Ecuador	47.1
30	Norway	70.3	94	Mongolia	59.5	159	Guinea-Bissau	46.5
31	Spain	70.2	95	Ghana	59.4	160	Liberia	46.5
32	Belgium	70.2	96	Egypt	59.1	161	Angola	46.2
33	Uruguay	70.0	97	Swaziland	59.1	162	Solomon Islands	45.9
34	Oman	69.8	98	Nicaragua	58.8	163	Uzbekistan	45.8
35	South Korea	69.8	99	Honduras	58.6	164	Ukraine	45.8
36	Armenia	69.7	100	Tunisia	58.5	165	Chad	45.3
37	Slovak Republic	69.5	101	Serbia	58.0	166	Kiribati	44.8
38	Jordan	68.9	102	Cambodia	57.9	167	Comoros	43.8
39	El Salvador	68.8	103	Bhutan	57.6	168	Republic of Congo	43.6
40	Botswana	68.8	104	Bosnia and Herzegovina	57.5	169	Türkmenistan	43.6
41	Peru	68.6	105	The Gambia	57.4	170	Timor-Leste	42.8
42	Barbados	68.5	106	Kenya	57.4	171	Iran	42.1
43	Israel	68.5	107	Sri Lanka	57.1	172	Democratic Republic of Congo	40.7
44	Iceland	68.2	108	Tanzania	57.0	173	Libya	38.6
45	Colombia	68.0	109	Mozambique	56.8	174	Burma	37.8
46	The Bahamas	68.0	110	Gabon	56.7	175	Venezuela	37.6
47	United Arab Emirates	67.8	111	Nigeria	56.7	176	Eritrea	36.7
48	Mexico	67.8	112	Vanuatu	56.7	177	Cuba	27.7
49	Costa Rica	67.3	113	Brazil	56.3	178	Zimbabwe	22.1
50	Saint Vincent and the Grenadines	66.9	114	Mali	56.3	179	North Korea	1.0
51	Hungary	66.6	115	The Philippines	56.2	n/a	Afghanistan	n/a
52	Trinidad and Tobago	66.5	116	Indonesia	56.0	n/a	Iraq	n/a
53	Malaysia	66.3	117	Benin	56.0	n/a	Liechtenstein	n/a
54	Saudi Arabia	66.2	118	Tonga	55.8	n/a	Sudan	n/a
55	Macedonia	66.0	119	Malawi	55.8			
56	Latvia	65.8	120	Moldova	55.7			
57	Malta	65.7	121	Senegal	55.7			
58	Jamaica	65.7	122	Côte d'Ivoire	55.4			
59	Panama	64.9	123	Pakistan	55.1			
60	Bulgaria	64.9	124	India	54.6			
61	Kuwait	64.9	125	Djibouti	54.5			
62	Thailand	64.7	126	Niger	54.3			
63	Romania	64.7	127	Yemen	54.2			
64	France	64.6	128	Tajikistan	53.5			
			129	Suriname	53.1			

ECONOMIC FREEDOM SCORE

	80-100 FREE
	70-79.9 MOSTLY FREE
	60-69.9 MODERATELY FREE
	50-59.9 MOSTLY UNFREE
	0-49.9 REPRESSED

Comparing the E8c countries...

	North Korea	India	China	Japan	USA
Area					
% of land that's farmable					
Population					
Life expectancy					
Doctors					
Access to clean or improved water sources					
Access to safe sanitation					
Literacy rate					
GDP per capita					
% of change in GDP per capita over the last two years					

You're Invited to Take a Test!

You may use any notes you can fit in this little square on the upcoming Unit 6 Test.
This is just for you...nobody else!



Cut it out and write in everything you think you might not remember on the test. You may use **only** this square on the test for help. Study!

Extra Notes...Things I shouldn't forget!

7th Grade Unit 7
Historical Background for Southern and Eastern Asia

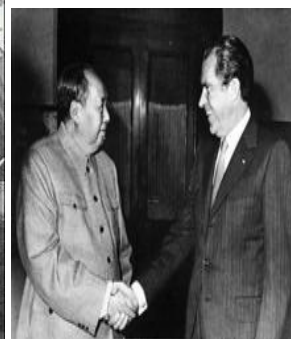
Elaborated Unit Focus

Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture through *conflict and change*. The student will understand how European partitioning and colonialism, nationalist, and independence movements influenced the continent politically and socially. Students will also examine the development of Japan after WWII and the rise and containment of communism in the region.

SS7H3 Standard/Elements

SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st Century.

- Describe how nationalism led to independence in India and Vietnam.
- Describe the impact of Mohandas Gandhi's belief in non-violent protest.
- Explain the role of the United States in the rebuilding of Japan after WWII
- Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.



SS7H3 Vocabulary Focus

Define these terms

Civil Disobedience Refusal to obey unfair laws even if the result was punishment

Cold War A period of time between countries when relations are tense but war has not been declared

Containment Containing the communists within a country's borders

Cultural Revolution China's attempt in the 1960s to improve its economy by reorganizing farms, business, and society

Deng Xiaopeng The next leader of China after Chairman Mao, relaxed many of Mao's orders and helped rebuild the country

Domino Theory A term meaning if one country fell to communism, all the others nearby would fall, too

Geneva Conference A meeting in 1954 in Switzerland that separated Vietnam into North and South with the intention of unifying the country by 1956

Great Leap Forward China's attempt in the 1950s to reorganize its economy

Indian National Congress Two house legislature made up of representatives elected from all across India

General Douglas MacArthur American commander given the job of rebuilding Japan after WWII

MacArthur Constitution Constitution written for Japan by the American general Douglas MacArthur after WWII

Mahatma "Great Soul," a nickname for Mohandas Gandhi, the person who fought for India's independence

Long March Name of the 600 mile journey that Mao and his followers took to avoid capture by the Chinese government

Ho Chi Minh Communist leader who fought for Vietnam's independence

Mohandas Gandhi A politician in India who was instrumental in gaining India's independence from Great Britain

Muslim League Group organized in 1855 in an effort to put more power in the hands of the people of India

Red Army A name given to the Communist army in the People's Republic of China

Red Guard Name of the new army of young people Mao Zedong used to enforce his policies in the 1960s

Satyagraha Gandhi's philosophy of self-determination through peaceful resistance and civil disobedience in India

Tiananmen Square Large plaza in central Beijing, China, noted especially as a site of major student demonstrations in 1989 that were suppressed by the government

Vietnam Communist nation south of China that was divided into North (communist) and South (democratic) by the Geneva Conference

Vietminh League A group that had Vietnamese independence as a goal

SS7H3 Enduring Understandings/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.

How did nationalism lead to independence in India and Vietnam?

Nationalist leaders like Ho Chi Minh (Vietnam) and Mohandas Gandhi (India) didn't want foreign countries to control them, so Minh led his people against France and Gandhi led his people against Great Britain for independence.

What was the impact of Mohandas Gandhi's belief in non-violent protest?

Gandhi taught the people of India that they didn't need British goods. Being self-reliant and protesting peacefully made it too expensive for the British to keep India, so they granted them independence.

What was the role of the United States in the rebuilding of Japan after WWII?

General Douglas MacArthur was responsible for overseeing the rebuilding after the two atomic bombs. He re-wrote the constitution of Japan to keep the emperor but become a constitutional monarchy, granting the people the right to vote, among other things.

How did communism influence China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square?

Mao fought against the Nationalists (who wanted a democratic system) and took over in 1949. The Great Leap Forward was intended to improve China's economy by making everyone farmers, and the Cultural Revolution was intended to change people's attitudes. Tiananmen Square, in 1989, was when students protested to make China democratic. The government responded with military force to put down the protests.

What were the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism?

The goal in both cases was to contain the communists within the borders of North Korea and North Vietnam to prevent the Domino Theory from coming true (if one country became communist, they all would).



<http://www.cagle.com/news/MemorialDay11/3.asp>

The Dragon Daily News

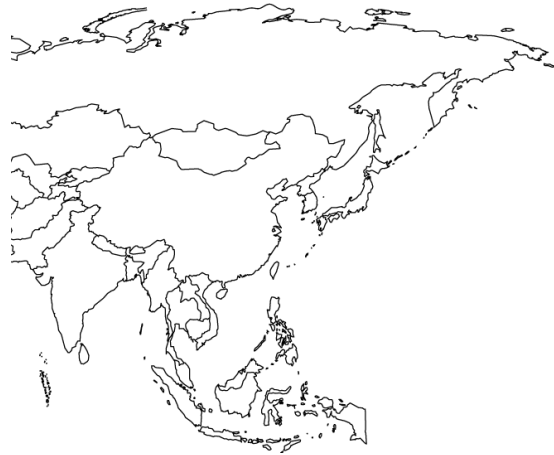
Asia Edition

Vol. 3, No. 4

Looking Back at Asia's Path to the 21st Century

Seventh Graders Ask: Isn't it fourolds to study history? Huh? Isn't it?

LINDALE, GA: Cries of "That's crazy!" and "Who believes this stuff?" and "When are we having CHAMPS again?" threatened to disrupt the educational process of many classrooms today as Ms. Davis's students learned about the history of Asian countries leading to the 21st century. Heated disagreements about the role of the United States in Japan after World War II nearly led to a riot, only narrowly averted by a quick mention of Gandhi's belief in nonviolent protest. "MacArthur's policy was about as insightful as a Ganges Dolphin," one student remarked.



Asia, Friends at Last...well, most of them...

Gandhi and Minh: Only side-by-side in the Georgia Performance Standards

Who's Ho Chi Minh?

Who's Mohandas Gandhi?

How are these guys alike?

How was Minh's approach different from Gandhi's?

How would civil disobedience lead to satyagraha?

That's GENERAL MacArthur to you
What did MacArthur do for Japan in his Constitution?

What was his deal in the Korean War?

What's the Domino Theory?

What was the goal of the wars in both Korea and Vietnam?

Chairman Mao: Megalomaniac of the Year, 1949

What was Mao's big idea for China?

What was the Long March?

Who picked up the pieces after Mao's death?

What happened at Tiananmen Square?

The History of Asia...also known as SS7H3!

Use your notes and your memory to fill in these blanks.

(SS7H3 a and b) Both India and Vietnam were controlled by foreign countries. India was controlled by _____1_____ and Vietnam was controlled by _____2_____. Both countries got their independence. India was led by _____3_____ and Vietnam was led by _____4_____, but they did this in different ways. India got its independence by _____5_____ and Vietnam got its independence by _____6_____. To this day, both are still independent countries. India's government is _____7_____ and Vietnam is _____8_____.

(SS7H3 c) After _____9_____, Japan was told that it had to give up all the land that it had taken over before the war. The American general in charge of helping rebuild Japan was _____10_____. He created a new _____11_____ for Japan that set up a two-house legislature called the _____12_____ and allowed people to vote. He kept the _____13_____, but took away all of his power.

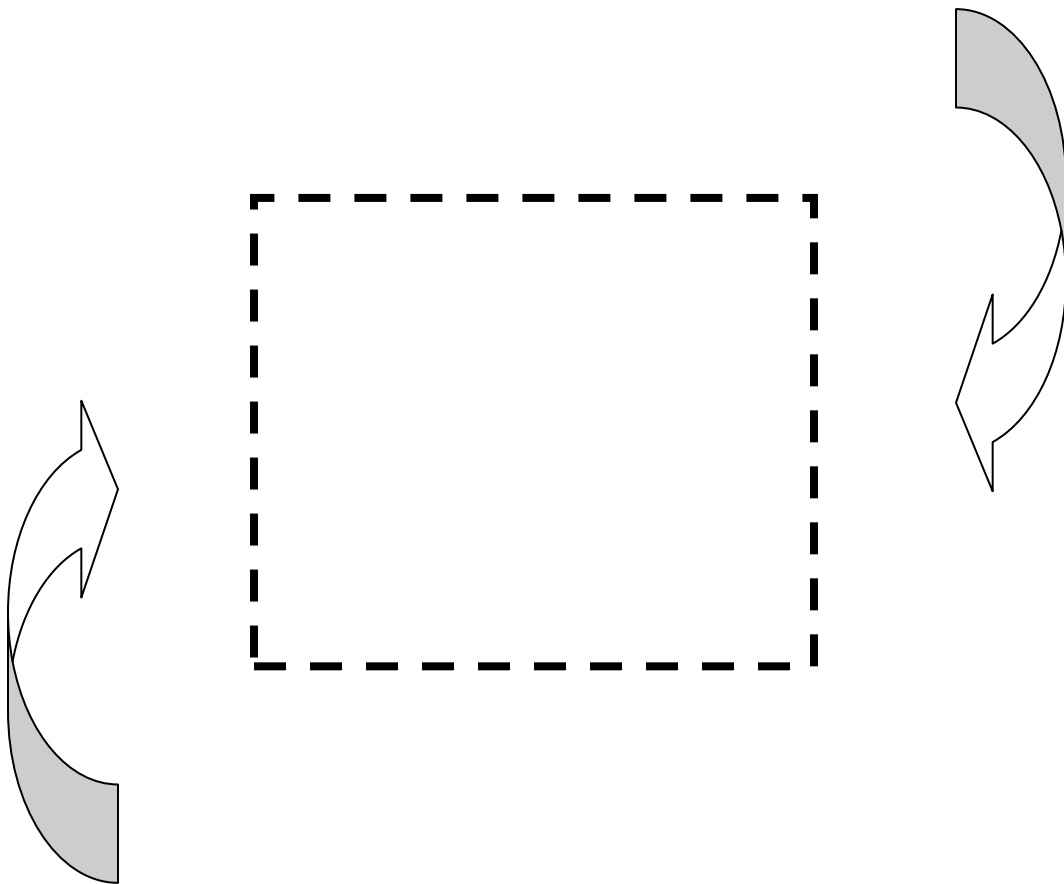
(SS7H3 d) In China, things were pretty rough. In 1949, _____14_____ took over as leader of a new Communist China. He tried two ideas in the 1950s and 1960s, the _____15_____ and the _____16_____, but both were pretty big failures. The purpose of both was to improve China's _____17_____. In 1989, students in Beijing tried to protest against the communist rule in _____18_____, but it was stopped by the government.

(SS7H3 e) Wars broke out in both Korea and Vietnam because of communism. When the line was drawn in Korea, power was divided between _____19_____ (who got _____20_____) and _____21_____ (who got _____22_____). The _____23_____ half became communist and the _____24_____ half became democratic, like us. The United States got involved because both halves were fighting to control the peninsula. The big idea was _____25_____, which meant to keep the _____26_____ within the borders of _____27_____. Ultimately, the war ended in a cease-fire, which means _____28_____. The borders remained the same as before the war started.

Similarly, in Vietnam, half the country was _____29_____ and half was _____30_____. We got involved to help our friends, _____31_____, who were being attacked by _____32_____ 's forces. This war ended with a victory by the _____33_____ and we were forced to leave in _____34_____. Vietnam remains _____35_____ to this day.

Unit 7 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!



You may use **only** this square on the test for help.

Extra Notes...Things I shouldn't forget!

7th Grade Unit 8 Africa Today

Elaborated Unit Focus

In this unit, students will gain an understanding of the modern cultural and physical landscape of Africa. When examining the specific elements of culture, students will gain an understanding of the diversity of religion and ethnic groups in Africa. Self-rule through governance has been an ongoing challenge as African nations have transitioned from colonial rule to one part rule to fledgling democracies. Students will analyze how political stability affects the standard of living in Africa. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics have affected where people live, the types of work they do, and how they travel.

SS7G3 Standard/Elements

SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

SS7G3 Vocabulary Focus

Define these terms

Deforestation The destruction of trees and other vegetation

Desertification The process of land becoming like a desert, due to deforestation,
overgrazing, and drought

Extinction A dying out of a species of plants or animals

Nomads People who travel from place to place, usually traveling by camel, looking for water
or food

Oasis A small place in the desert where trees are able to grow and where people can live with
grazing animals and a few crops

Rainforest Areas with hot, humid, tropical climates, and dense, evergreen forests with trees hundreds of feet tall

Sahara Desert Largest desert on planet Earth, covering over 3.5 million square miles

Sahel A region south of the Sahara that's slowly turning into a desert

Savanna vast area of both grassland and more tropical habitats in the middle of Africa close to the equator

Subsistence Farming Growing food to provide for one's family, not for sale

SS7G3 Enduring Understanding/Essential Questions

Students will understand that a region's location affects its economy, culture, and the development of the region.

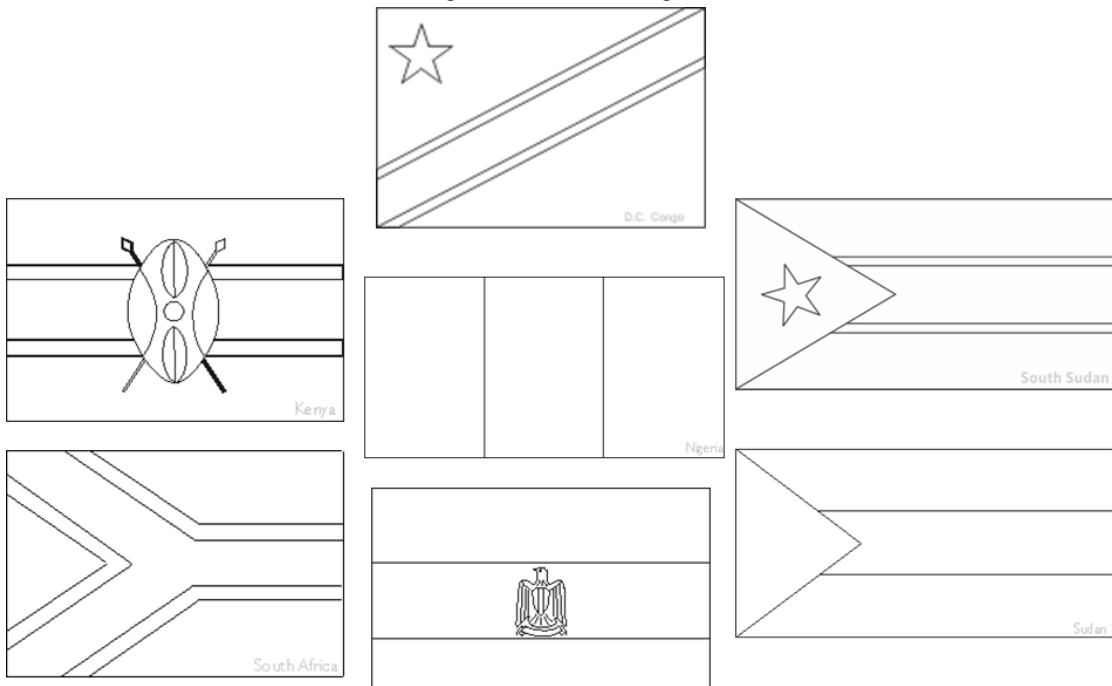
How have the Sahara and the tropical rain forest affected trade development within Africa?

Both are barriers to trade

How has the location of the countries of Africa affected their economic development?

Countries in or near deserts or rain forests do not have the same ability to trade as others.

Flags of the region



SS7G1 Standards/Elements

SS7G1 The student will locate selected features in Africa.

a. Locate on a world and regional political/physical map; the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.

b. Locate on a world and regional political/physical map the countries of; Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.

SS7G1 Vocabulary Focus

Locate these places on the political map (below).

Congo River

Niger River

Nile River

Lake Tanganyika

Lake Victoria

Atlas Mountain Range

Kalahari Desert

Egypt

Kenya

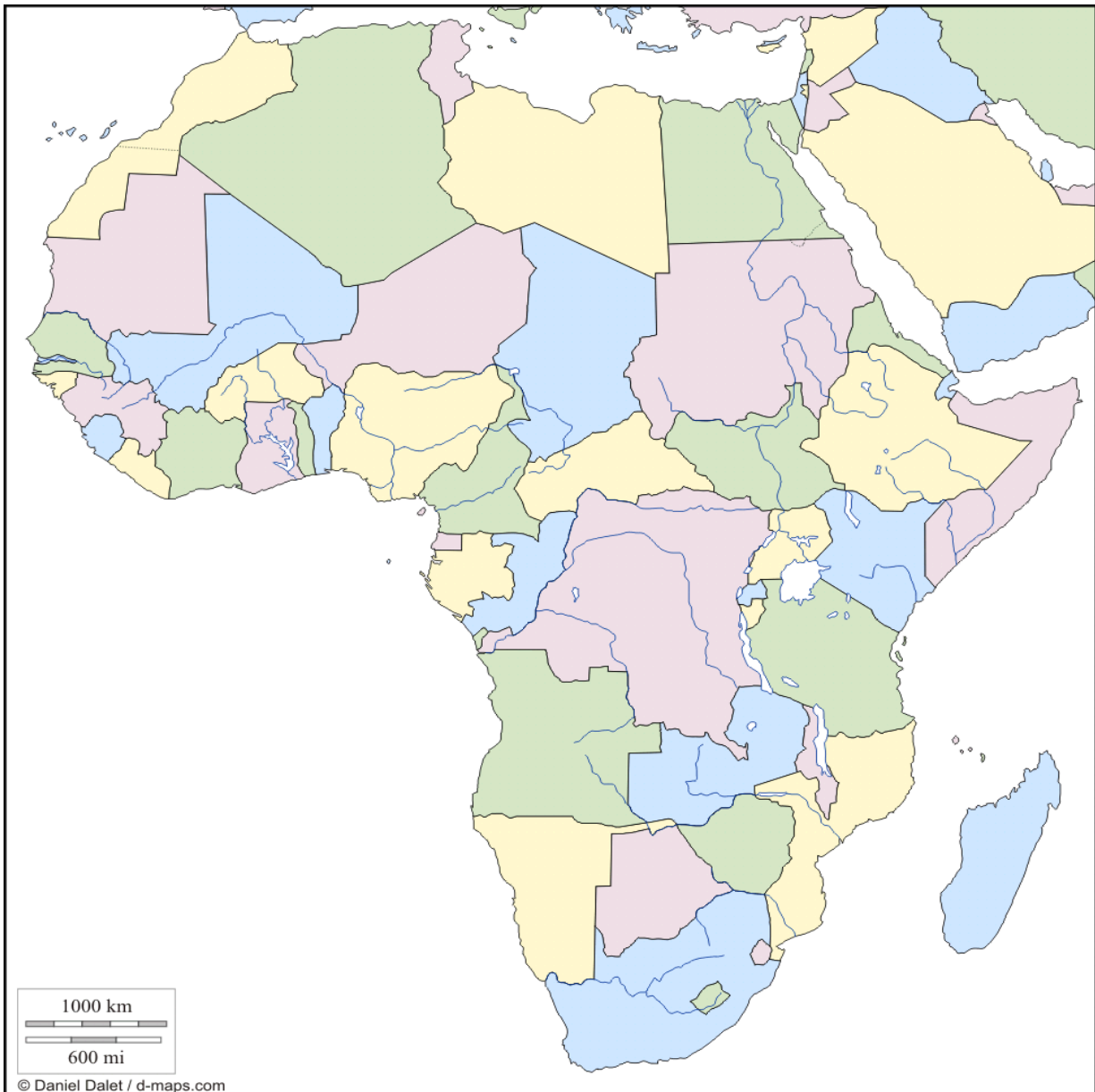
Nigeria

South Africa

South Sudan

Sudan

Democratic Republic of the Congo



SS7G1 Vocabulary Focus

Atlas Mountain Range A group of mountains that separate coastal regions from the

Sahara Desert in North Africa

Congo River Flows through central and west Africa for almost 3,000 miles before it reaches

the Atlantic Ocean

Democratic Republic of the Congo Large country in central Africa with a coastline on

the Atlantic Ocean

Egypt Large North African country located along the banks of the Red Sea and the

Mediterranean coast

Kalahari Desert Great desert located in the southern part of Africa

Kenya Country on the eastern coastline of Africa bordering the Indian Ocean

Lake Tanganyika One of the largest freshwater lakes and one of the deepest lakes in the

world, located in the Great Rift Valley in Africa

Lake Victoria Largest lake in Africa

Niger River In west Africa, third largest river in Africa, flowing from Guinea over 2,600

miles to the African coast

Nigeria Large nation on the coast of West Africa that has nearly every habitat found in Africa

Nile River Longest river in the world, flows north over 4,000 miles until it reaches the Mediterranean Sea

South Africa Country located at the very southern tip of Africa, mostly a broad plateau with large stretches of grassland

South Sudan Landlocked country in east central Africa, became an independent country in 2011 when it broke off from Sudan

Sudan Country in north Africa bordered by Egypt and South Sudan and divided in half by the Nile River

**Happy birthday,
South Sudan!**

Let's celebrate!

Date: July 9, 2011

Reason: Result of civil war



SS7G4 Standard/Element

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

- Explain the differences between an ethnic group and a religious group.
- Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.
- Evaluate how the literacy rate affects the standard of living.

SS7G4 Vocabulary Focus

Define these terms

Animist Describing a person or religion that believes spirits are found in natural objects and surroundings

Arab An ethnic group found in Arabia, north Africa, and other countries in the Middle East

Ashanti An ethnic group found in the modern country of Ghana in Africa

Bantu A large ethnic group found in central and southern Africa

Golden Stool The royal throne of the Ashanti people believed to contain the spirit of the Ashanti nation; according to legend, was given from heaven to the first Ashanti king

Swahili An ethnic group found on the coast of East Africa

SS7G4 Enduring Understanding/Essential Questions

Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

What are the differences between an ethnic group and a religious group?

An ethnic group is heritage and can not be changed. A religious group can be changed.

What is the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups?

Islam is found in all groups; Ashanti tend to be Christian and animist; Bantu contains all religions.

Unit 8...the good stuff

Map *(Label the important stuff and take this home to study)*



Religion *(what's important to know about these religions and ideas?)*

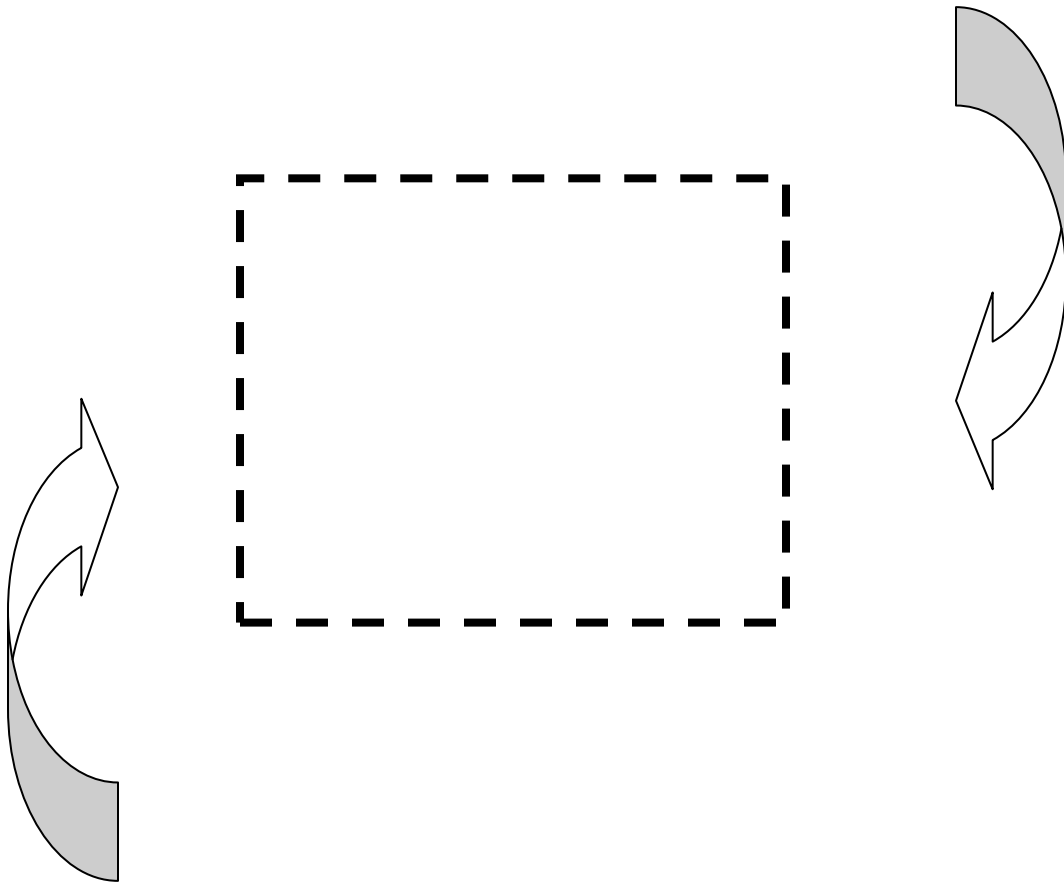
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- Evaluate how the literacy rate affects the standard of living.

Extra Notes...Stuff I shouldn't forget!

Unit 8 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!



You may use **only** this square on the test for help.

Extra Notes... Things I shouldn't forget!

7th Grade Social Studies Unit 9 Impact of Environment and Economy on Africa

Elaborated Unit Focus

Africa has been involved in trade and a world influence since ancient times. In this unit, students will analyze the human environment interaction of the region by examining the population distribution, pollution, and use and misuse of natural resources in the area. As the production, distribution, and consumption of goods has increased and economies in this region have grown and prospered, the human environmental interaction has taken its toll on the region. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, deforestation, and desertification that affect Africa and the rest of the world.

SS7CG1-3 Standards/Elements

SS7CG1 The student will compare and contrast various forms of government.

- Describe the ways government systems distribute power; unitary, confederation, and federal.
- Explain how governments determine citizen participation; autocratic oligarchic, and democratic.
- Describe the two predominant forms of democratic governments; parliamentary and presidential.

SS7CG2 The student will explain the structures of the modern governments of Africa.

- Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorships of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.
- Explain how political, economic, and social conflicts resulted in the independence of South Sudan.

SS7CG3 The student will analyze how politics in Africa impact standard of living.

- Compare how various factors, including gender, affect access to education in Kenya and Sudan.
- Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

SS7CG1-3 Vocabulary Focus

Define these terms

AIDS Acquired Immune Deficiency Syndrome, a disease of the immune system that is an epidemic affecting a majority of people in Southern Africa

Dictatorship A type of autocratic government controlled by one individual; often abusive and corrupt, and individuals have very few rights

Famine An extreme and general scarcity of food

HIV Human Immunodeficiency Virus; the virus that can lead to AIDS; AIDS is the final stage of HIV infection

SS7CG1-3 Enduring Understanding/Essential Questions

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

What distinguishes the form of leadership, public voting procedures, and personal freedoms the republican systems of government in the Republic of Kenya, the Republic of South Africa, and the dictatorship of the Republic of Sudan?

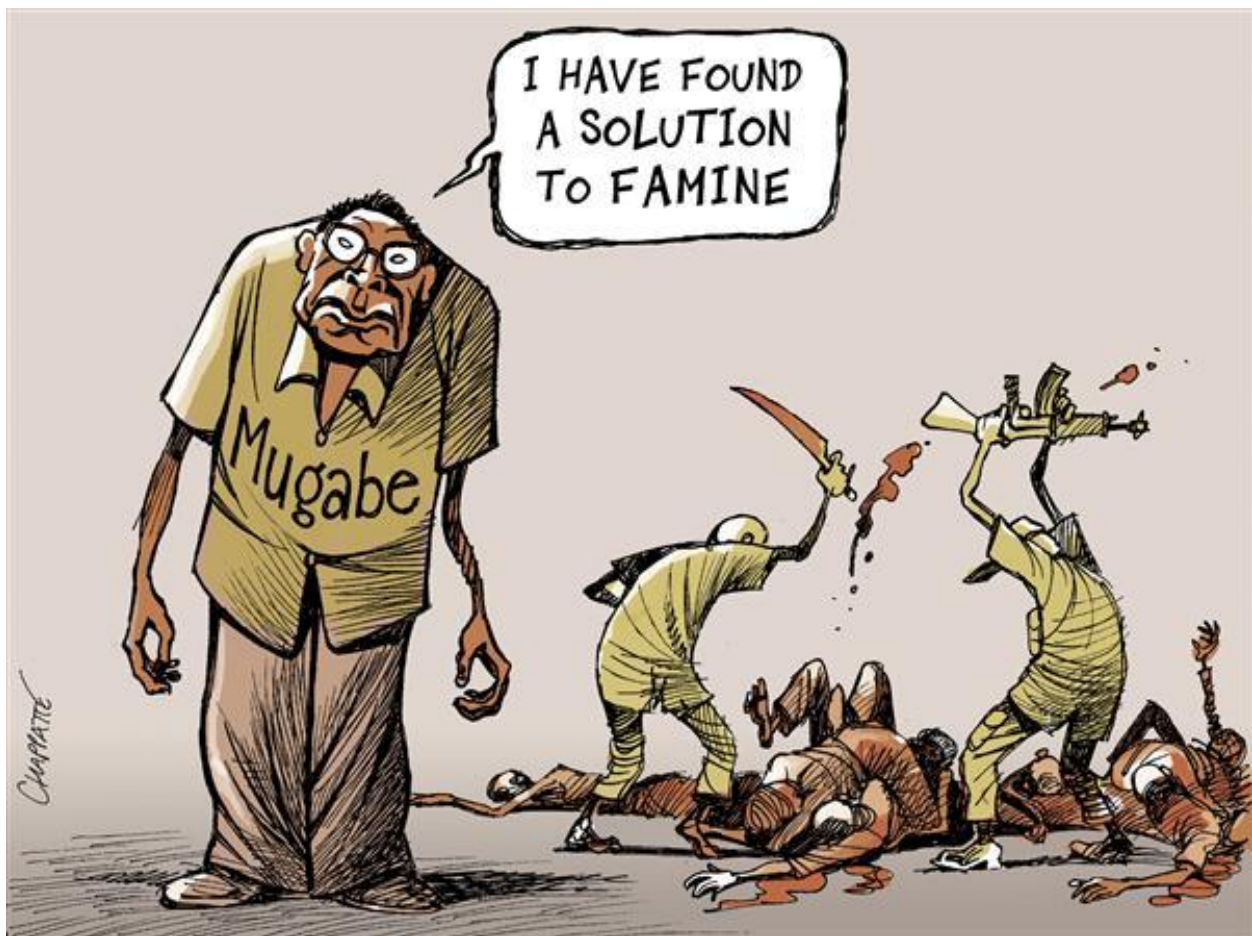
Kenya and South Africa have more voter participation, although South Africa did not allow Black people to vote until the 1990s. The dictator in the Sudan does not allow free voting to happen at all.

How does gender affect access to education in Kenya and Sudan?

Boys have greater access to education. Girls are expected to be wives and mothers, culturally, and it is just not safe for girls to leave to go to school in Sudan due to the civil war.

What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa?

Corrupt (dishonest) governments will steal the resources donated by other countries and consume it themselves or sell the resources to make extra money. They will not give it out to those in need because they either want their people to suffer (Sudan) or they do not want to admit there is a problem (Zimbabwe).



“Who’s Going to STOP MUGABE?” by Patrick Chappatte

The Dragon Daily News

Africa Edition

Vol.3 No. 2

Africa Struggling with Poverty, Education Issues

Seventh Graders Ask: Is the government to blame?

LINDALE, GA: Frustration broke out today at Pepperell Middle School when the students learned about the problems in Zimbabwe and South Africa.

In Zimbabwe, the citizens are suffering from both _____ and _____, both because of the leadership of _____, President of Zimbabwe. The world offers food, but he _____ and _____ when other countries offer _____ to help the people infected with _____, he has been known to _____ the _____ and _____ them to others for money.

South Africa has been hit hard with the spread of _____. At first, they didn't _____, but



Robert Mugabe, Leader of Zimbabwe and top of the Top 10 To Punch list

then started to blame _____ and the _____. Now that they have realized the seriousness, _____ is starting to be more available.

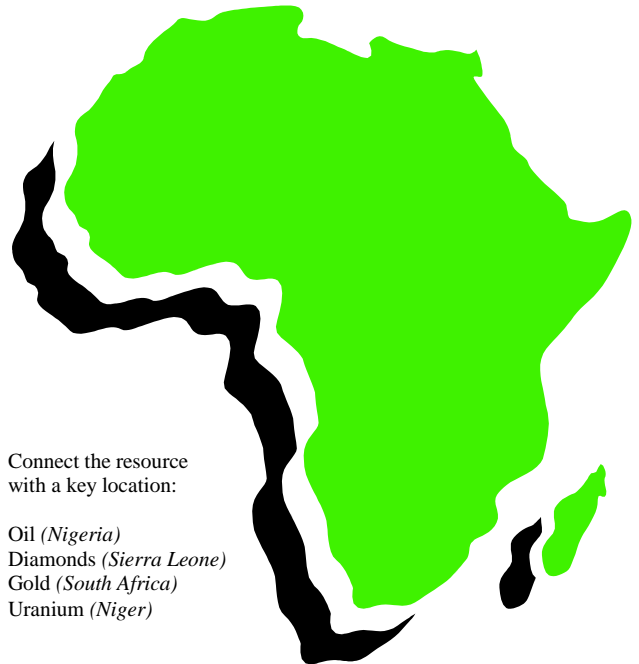
“It amazes me that people in the world can be so selfish,” seventh grade teacher Ms. Davis said, shaking her head sadly.

Mineral Resources have Lasting Impact on Some African Countries

Mineral resources such as _____, _____ and _____ are easy to find in some places in Africa, but the consequences for the mining can be harsh.

_____ is found in many places in _____, but it has lately been in the news as a prime target by _____ seeking to make _____.

It may represent the happiest moment in some engaged women's lives, but _____ found here are _____ and _____ to finance _____.



Connect the resource with a key location:

- Oil (Nigeria)
- Diamonds (Sierra Leone)
- Gold (South Africa)
- Uranium (Niger)

SS7CG3: How does politics in Africa impact the standard of living?

The country of _____ currently has a national literacy rate of around _____%. The government there has made education a priority, and thanks to international groups like the _____ and the _____, more educational opportunities are there. There is a huge gap between boys and girls in terms of education, though. The literacy rate for boys is _____%, while the rate for girls is _____%. Both do well in cities; however, when you get to the _____ areas, you see that tradition states that boys need school for _____, while girls just need to _____.

In _____, however, the literacy rate is low because it's been in a _____ for years. The result of this is the _____ part became a separate country called _____. It has a national literacy rate of _____%, but boys are at _____% and girls, only _____%. How has the war gotten in the way of education there?

_____ has one of the highest _____ infection rates in the world. There are over _____ orphans in Africa who have lost their parents to _____. In _____, people didn't take it seriously, which led to the spread of the disease, which they blamed on _____ and the _____. In _____, they are very densely populated, but still very poor even though the country has rich _____ resources. The government there is working hard to _____ the people and make _____ available.

In _____, however, the situation is much worse. The leader there, _____ is greedy for power. When other countries offer help, he _____. He has been known to _____ given to his country for his people. Most people can't _____, and there is very little _____ for people there.

_____ is also suffering from a famine. Like the situation before, _____ could get help, but _____, or _____ from his people. Because of its civil war, _____ is also starving.

SS7G2 Standard/Elements

SS7G2 The student will discuss environmental issues across the continent of Africa.

- Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.
- Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
- Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

SS7G2 Enduring Understanding/Essential Questions

The student will understand that humans, their society, and the environment affect each other.

What is the impact of water pollution and the unequal distribution of water on irrigation, trade, industry, and drinking water?

As the Sahara expands, people will move away from desert areas to find clean water. Water that is poisoned through natural sources (bugs) is not acceptable for irrigation and can't be used, so other water must be used instead.

How do poor soil and deforestation distress Sub-Saharan Africa?

Poor soil and deforestation cause people to starve because crops won't grow and animals move to find water and food.

What is the impact of desertification on the environment of Africa from the Sahel to the Rainforest?

Overgrazing and deforestation lead to desertification, which causes the Sahel to grow and makes more land into a desert. This displaces people and animals, and as people cut down trees in the rain forest, desertification happens there, too.

The student will understand that a region's location affects its economy, culture, and development of the region.

How do the Sahara, Sahel, savanna, and tropical rain forest influence where people live, the type of work they do, and how they travel in Africa?

People must have water to live, so they will locate themselves near fresh, clean water sources.

Draw arrows connecting these places to their locations in Africa:

Sahara
Sahel
Savanna
Rain Forest



SS7E1-3 Standards/Elements

SS7E1 The student will analyze different economic systems.

- Compare how traditional, command, and market economies answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce.
- Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- Compare and contrast the economic systems in South Africa and Nigeria.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
- Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
- Describe the role of entrepreneurship.

SS7E1-3 Enduring Understanding/Essential Questions

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

What are the similarities and differences of the economic systems in South Africa and Nigeria?
Nigeria's economy is based on oil and South Africa's is based on diamonds; Nigeria's is improving, while South Africa faces a huge unemployment rate.

How does specialization encourage trade between countries?

Countries will want to trade with other countries that are known for doing one thing well.

How do tariffs, quotas, and embargos serve as barriers to trade?

All discourage free, limitless trade between countries.

Why does international trade require a system for exchanging currencies between nations?

Different countries use different currencies and each is worth different values.

What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?

Educated workers are easier to train and make better products, which raise the GDP.

How does the distribution of diamonds, gold, uranium, and oil shape the economies of Africa?

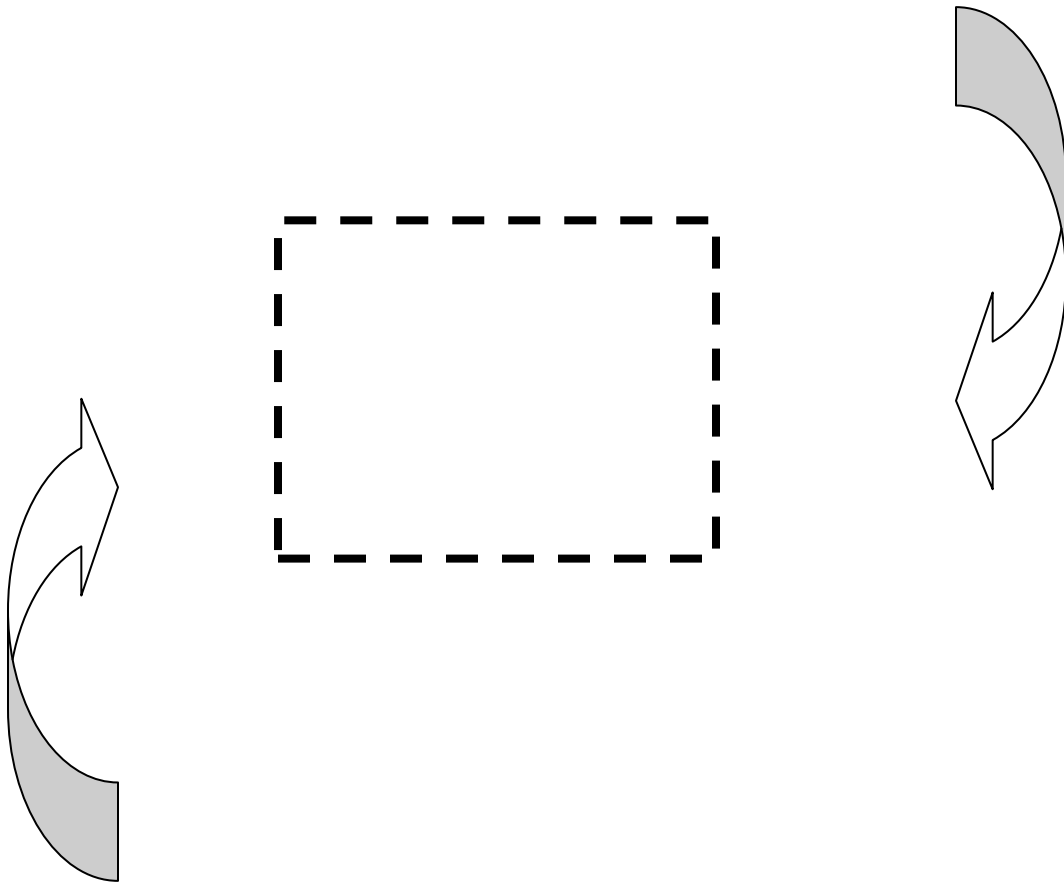
Countries with those types of mineral resources are generally better off than countries without.

What is the role of entrepreneurship in Africa?

Entrepreneurs have the "big idea" and are willing to take the risks to bring new businesses to Africa.

Unit 9 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!



You may use **only** this square on the test for help.

Extra Notes... Things I shouldn't forget!

7th Grade Social Studies Unit 10 Connecting Africa's Past with Africa's Present

Elaborated Unit Focus

Historical events in Africa have shaped the governments, nations, economies, and culture through conflict and change. The student will understand how European partitioning and colonialism, nationalist movements, and independence movements impacted the continent politically and socially.

SS7H1 Standard/Elements

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

- Explain how the European partitioning across Africa contributed to conflict, civil war, and to artificial political boundaries.
- Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
- Explain the creation and end of apartheid in South Africa and roles of Nelson Mandela and F.W. de Klerk.
- Explain the impact of the Pan-African movement.

SS7H1 Vocabulary Focus

Define these terms

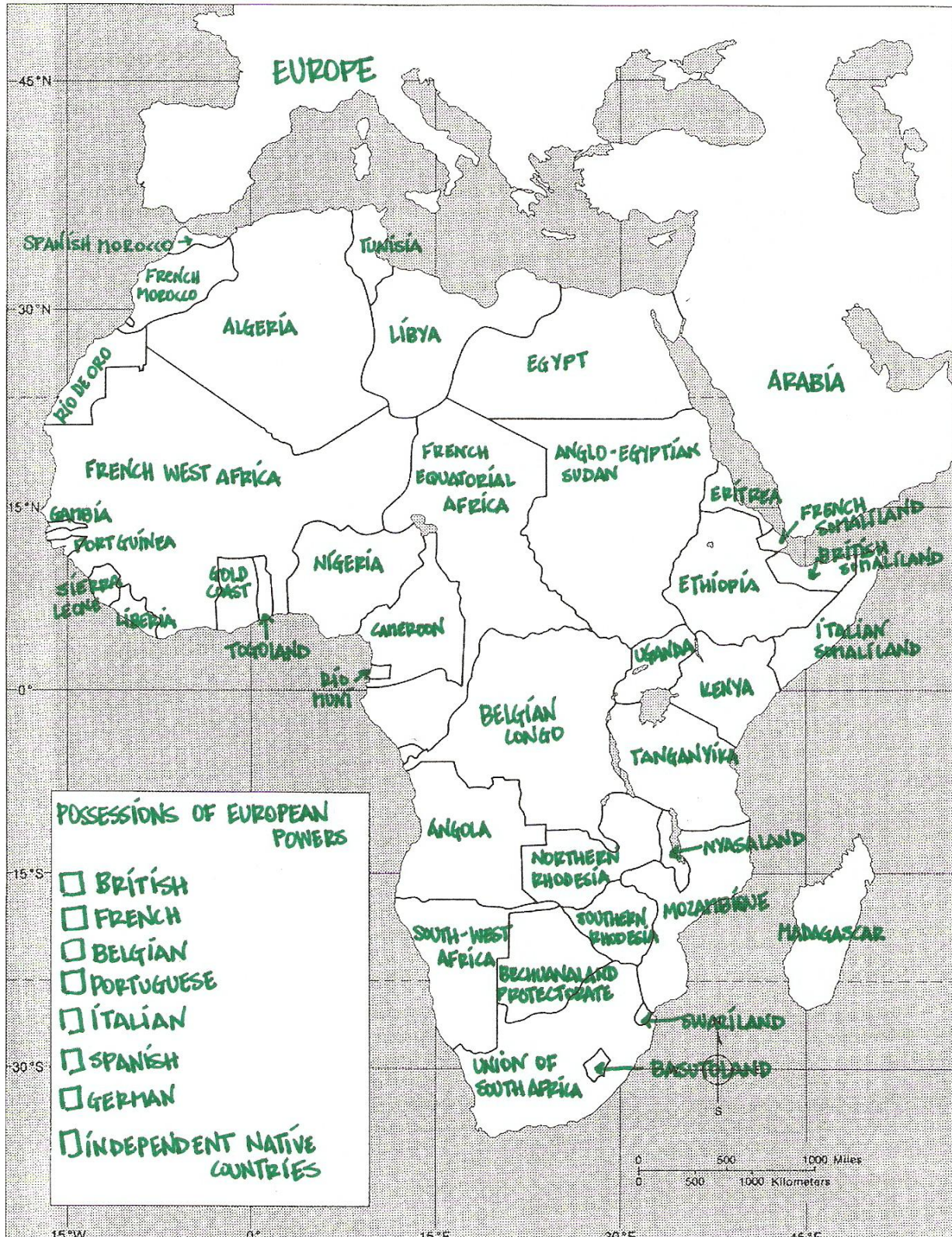
Apartheid Legal separation of the races; government system found in South Africa

F.W. de Klerk The (white) South African president who, in 1990, freed Nelson Mandela from prison after he had served 27 years

Nelson Mandela Black South African statesman who fought against apartheid and was released from prison to become the nation's first democratically elected president in 1994

Pan- African Movement The desire for people of African descent, no matter where they lived in the world, to think of Africa as a homeland

40 Imperialism in Africa, 1880-1914



Imperialism in Africa

Imperialism is when one country takes over another country. The countries in Europe, desperate for space and greedy for power, started taking over land in Africa in the late 1800s. You will color the map on the back of this page using 8 colors. Each color will represent a European country who took over land. Be sure to color the key, too, so you know which color represents which country. When you've finished the map, answer the questions.

British territories:

Sierra Leone
Gambia
Gold Coast
Nigeria
Egypt
Anglo-Egyptian Sudan
British Somaliland
Uganda
Kenya
Tanganyika
Northern Rhodesia
Southern Rhodesia
Nyasaland
Bechuanaland Protectorate
Basutoland
Swaziland

French territories:

Algeria
Tunisia
French Morocco
French West Africa
French Somaliland
Togoland
French Equatorial Africa
Madagascar

Belgian territories:

Belgian Congo

Portuguese territories:

Mozambique
Port Guinea
Angola

Italian territories:

Eritrea
Libya
Italian Somaliland

Spanish territories:

Rio de Oro
Spanish Morocco
Rio Muni

German territories:

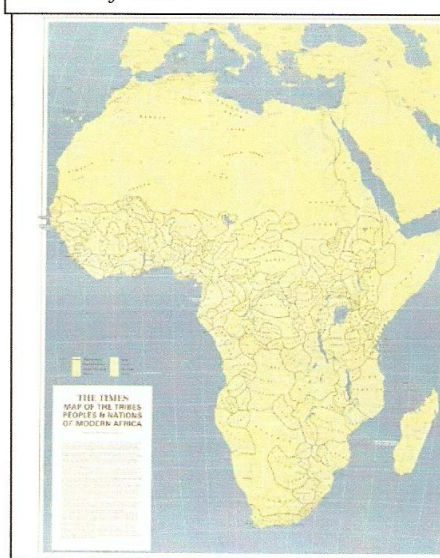
Cameroon
South-West Africa

Independent territories:

Union of South Africa
Ethiopia
Liberia

1. Which European power had the most territories?
2. How are France's and England's colonial territories different?
3. Describe how the native people might have felt about this. Answer in a paragraph.

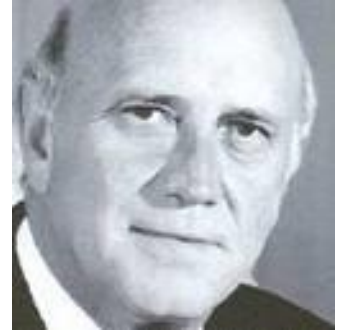
African tribal boundaries





Nelson Mandela

F. W. de Klerk



SS7H1 Enduring Understanding/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.

How did European partitioning of Africa contribute to conflict, civil war, and to artificial boundaries?

Countries divided the land without regard to the needs of the people living there already, which put warring nations together with no hope of resolve.

How did nationalism lead to independence in South Africa, Kenya, and Nigeria?

Kenya fought for its independence and Nigeria protested peacefully to gain its independence. South Africa was racially divided until leaders stopped the system of apartheid.

How was apartheid created and dissolved in South Africa?

A White minority took power and gave voting privileges to Whites only. Black South Africans were oppressed and not allowed to vote. Pressure from outside countries encouraged them to stop the apartheid system.

What role did Nelson Mandela and F.W. de Klerk play in the end of apartheid?

Nelson Mandela protested against the racist system and was jailed for 27 years. F.W. deKlerk ended the apartheid system when he became president and released Mandela from jail. He allowed for the first free, equal election in South Africa's history, and the people of South Africa elected Nelson Mandela to be their president.

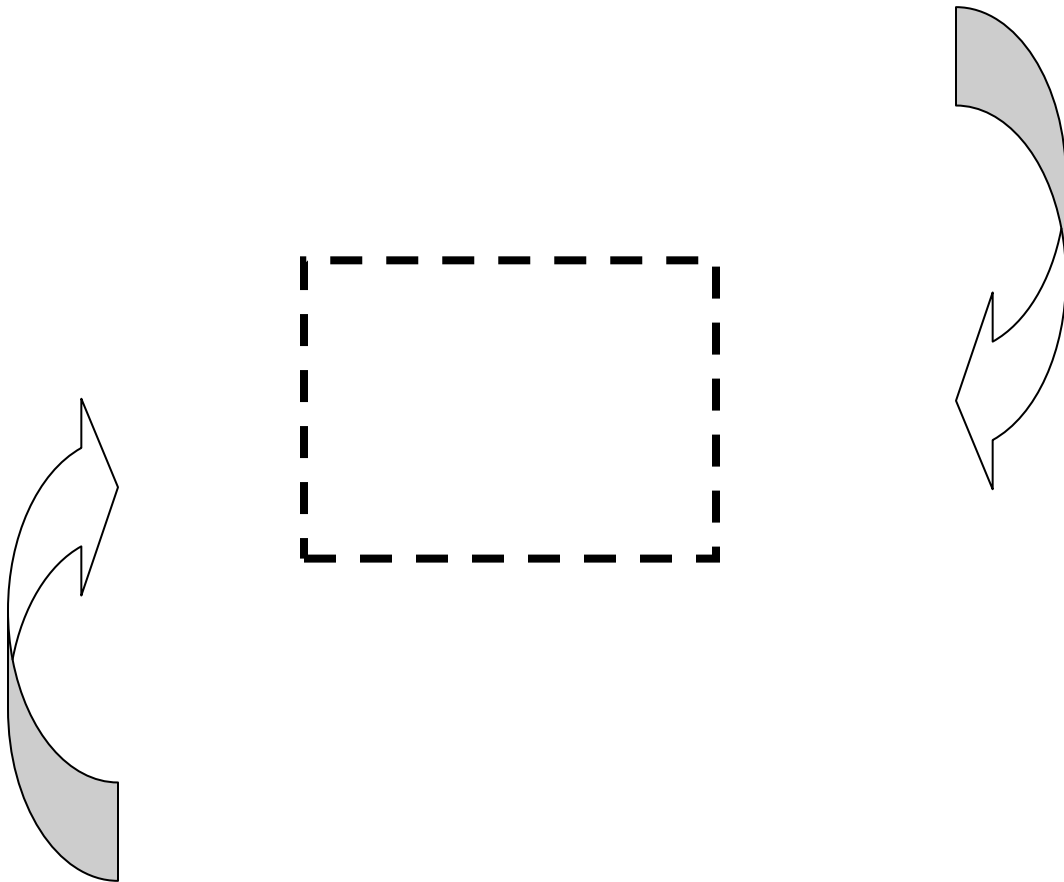
What is the impact of the Pan-Africa movement on the continent of Africa?

Many countries made the decision to challenge imperial powers for their independence.



Unit 10 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!



You may use **only** this square on the test for help.

Extra Notes... Things I shouldn't forget!

7th Grade Unit 11
Your Financial Future

Elaborated Unit Focus

Understanding basic economic concepts and improving the economic literacy of students is increasingly important in our complex and integrated world of global economic. In this unit students will learn economic terms and concepts that will allow them to develop critical thinking skills for both short and long term economic decisions. Students will understand the relationship between political and economic systems around the world as well as the influences of culture. By learning to, "think the economic way," students will be able to make reasoned judgments and become competent decision makers.

SS7E4 Standard

SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

SS7E4 Vocabulary Focus

Define these terms

Credit *The ability to borrow money*

Economics *The study of what people choose to do with their scarce resources*

Income *The monetary payment received for goods or services, or from other sources such as rents or investments; money brought in*

Investing *To put money to use in something offering potential profitable returns, as interest, income, or appreciation in value*

Saving *Not spending money; keeping your money*

Spending *Using your money to purchase goods and services*

SS7E4 Enduring Understanding/Essential Questions

Students will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

What is the difference between traditional, command, market, and mixed economic systems?

Traditional systems are based on custom and habit. In a market system, the decisions are made by the producers and in a command system, all decisions are made by the government; however, neither are real, so every country in the world is a mixed system.

What are the personal money management choices in terms of income, spending, credit, saving, and investing?

Income is the money you bring in each paycheck and what you spend on the things you need. Credit is your ability to borrow money. Saving money means to keep it and not spend it; investing means spending money to make money.

EXTRA NOTES

Flash! Write the term/concept on the front and its definition on the back.

Tear out this page and take it home to study!

Extra Notes... Things I shouldn't forget!

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