



SOCIAL STUDIES

Spring Break

PACKET

GRADES 6-8

Department of
Curriculum and Instruction

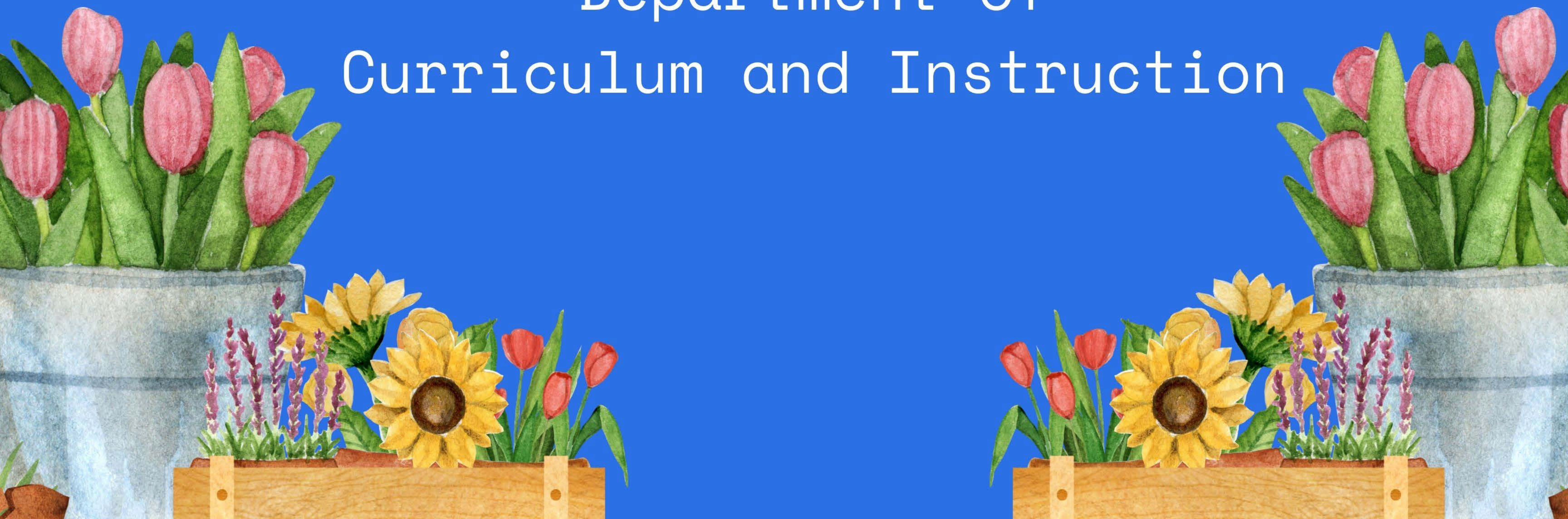


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Lesson 1

Seventh Grade Social Studies Standards-Aligned Learning: East Asia

Grade Level Standard(s)	Standards 7.01-7.11
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapters 8 and 9 in their textbooks for information about Imperial China and the Civilizations of Korea, Japan, and Southeast Asia. To create their own study guide, students may want to define the following key terms from the standards:

- Tang dynasty
- Song dynasty
- Mongol Empire
- Genghis Khan
- Kublai Khan
- Yuan Empire
- Marco Polo
- Ming Dynasty achievements
- Zheng He
- Shintoism
- Chinese influences on early Japanese culture
- Constitution of Prince Shotoku
- Heian aristocracy
- Development of Japanese culture during the Heian period
- Shogunate
- Feudal system in Japan

Questions:

*1) Read the source and answer the question.

“The Forbidden City in Beijing, with its landscaped gardens and many buildings (whose nearly 10,000 rooms contain furniture and works of art), constitutes [establishes] a priceless testimony to Chinese civilization... The Imperial Palace of the Ming and Qing dynasties in Beijing known as the Forbidden City was constructed between 1406 and 1420 by the Ming emperor Zhu Di and witnessed the enthronement [crowning] of 14 Ming and 10 Qing emperors over the following 505 years.” United Nations Educational, Scientific, and Cultural Organization

Which statement analyzes the significance of the structure described in the source? (7.07)

- A. The Forbidden City used new architectural styles.
- B. The Forbidden City was where democracy was established.
- C. The Forbidden City protected the country from invasion.
- D. The Forbidden City was the center of government.

*2) Read the source and answer the question.

“I have found the earliest illustration of a cannon in the world, which dates from... around 1127, which was 1550 years before the development of the cannon in the West. The Song... use of gunpowder was the reason it was able to hold off the Mongols for many decades.. After the introduction of the cannon and gunpowder to the West, Westerners very quickly became expert with cannons. They cast bronze cannons that were eventually much better than those the Chinese could produce.” – Robin D.S. Yates, McGill University

Based on the source, which statement summarizes a significance of China’s development of gunpowder during the Song dynasty? (7.03)

- A. The Chinese invention led to a military alliance with Japan.
- B. China used the technology primarily for nonmilitary purposes.
- C. The Chinese invention influenced new technologies in Europe.
- D. Europeans kept the invention secret in order to defend against China.

*3) Read the source and answer the question.

“Decline in food production, growth of the population, and competition for resources among the great families all.. gave rise to military disturbances in the mid-tenth and eleventh centuries. Members of the Fujiwara, Taira, and Minamoto families... attacked one another, claimed control over vast tracts of conquered land, set up rival regimes [governments], and generally broke the peace... The period from 1086 to 1156 was the age of supremacy of the... [Secluded Emperor] and the rise of the military class throughout the country. Military might rather than civil authority dominated the government.” – Japan: A Country Study, 1994

Which statement analyzes the effect of the conditions in Japan described in this source? (7.11)

- A. The emperor used the samurai to defeat foreign invaders.
- B. Military conflicts led the emperor to eliminate the shogun.
- C. Ongoing conflict led to the rise of the samurai and military rule.
- D. Samurai loyalty to the emperor weakened the shogun.

*4) Read the list and answer the question.

Rice Cultivation During the Song Dynasty

- New strains of rice were used
- Improved methods of irrigation were developed
- Rice growing areas became the centers of economic growth

Why were the technologies described in the list so important to the Song dynasty? (7.03)

- A. Mountainous terrain improved access to foreign goods.
- B. Higher farm productivity was needed to sustain an expanding civilization.
- C. Desert conditions improved access to rivers for the growth of crops.
- D. Taxes on foreign agricultural products led to food shortages.

5) Which of the following was a policy in China during Mongol rule? (7.06)

- A. Confucian books were required reading.
- B. Trade with foreign countries began.
- C. Civil service examinations were ended.
- D. Hindu temples were built.

Lesson 2

Seventh Grade Social Studies Standards-Aligned Learning: Byzantine

Grade Level Standard(s)	Standards 7.12-7.14
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 3 Lesson 2 in their textbooks for information about The Byzantine Empire. To create their own study guide, students may want to define the following key terms from the standards:

- Eastern Roman Empire
- Byzantine Empire
- Preservation of Latin
- Justinian's political, social, and architectural achievements
- Location of Constantinople

Question Set:

1) Justinian I of the Byzantine Empire is most known for his contributions to.. (7.13)

- A. Science
- B. Law
- C. Exploration
- D. Medicine

2) Which civilization was a continuation of the Eastern Roman Empire? (7.12)

- A. Persian Empire
- B. Mongol Empire
- C. Byzantine Empire
- D. Holy Roman Empire

3) What was one of the impacts of the Byzantine Empire? (7.14)

- A. Building of architectural feats like the Forbidden City
- B. Development of an international postal system
- C. Preservation of classical texts written in Latin
- D. Development of a military society led by a shogun

4) Which written set of laws was developed in the Byzantine Empire? (7.13)

- A. Code of Hammurabi
- B. Justinian's Code
- C. Twelve Tables
- D. Magna Carta

5) How did its geographical location impact Constantinople? (7.14)

- A. Its location at the intersection of several continental trade routes increased its wealth.
- B. It was geographically isolated by swamps and oceans.
- C. Its location on an island impacted the development of maritime trade.
- D. It was geographically isolated by deserts and mountains.

Seventh Grade Social Studies Standards-Aligned Learning: Southwest Asia and North Africa

Grade Level Standard(s)	Standards 7.15-7.20
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

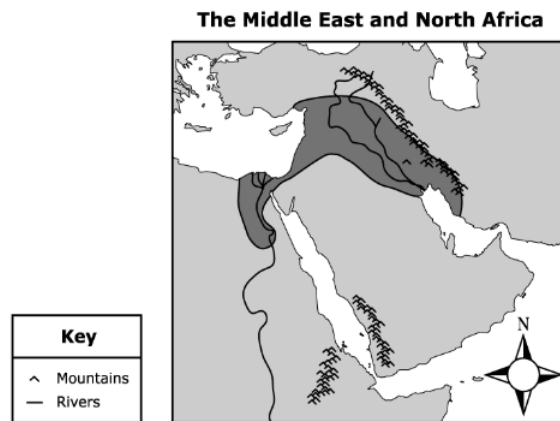
Review: Students can review Chapter 5 in their textbooks for information about Islamic Civilization. To create their own study guide, students may want to define the following key terms from the standards:

- Islam
- Contributions to art, geography, literature, mathematics, medicine, philosophy, science
- Mehmed II
- Fall of Constantinople
- Ottoman Empire
- Role of merchants and trade routes

Question Set:

*1) (7.15)

Study the source and answer the question.



Which physical feature is part of the darker-shaded region in the source?

- A. Caspian Sea
- B. Ural Mountains
- C. Black Sea
- D. Euphrates River

) Which statement explains the historical significance of the Qur'an? (7.16)

- a. It is an ancient text for the Shinto religion.

- B. It is part of tradition beliefs of Judaism.
- C. It is part of the core belief system of Buddhism.
- D. It is the foundational text for the religion of Islam.

3) What was a result of the conquests of Mehmed II? (7.19)

- A. The rise of the Mongol empire
- B. The fall of the Byzantine empire
- C. The fall of the Yuan dynasty
- D. The rise of the Persian empire

4) Mehmed II was a ruler of which empire? (7.19)

- A. Mongol Empire
- B. Holy Roman Empire
- C. Byzantine Empire
- D. Ottoman Empire

5) Which city is located in Southwest Asia? (7.15)

- A. Rome
- B. Mecca
- C. Beijing
- D. London

Seventh Grade Social Studies Standards-Aligned Learning: West Africa	
Grade Level Standard(s)	Standards 7.21-7.26
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 6 in their textbooks for information about African Civilizations. To create their own study guide, students may want to define the following key terms from the standards:

- Indigenous African spiritual traditions
- Ancestor worship
- Animism
- Kingdom of Ghana
- Kingdom of Mali
- Kingdom of Songhai
- Djenne and Timbuktu
- Trans-Saharan caravan trade
- Griots
- Mansa Musa

Question Set:

1) Which river system is located in West Africa? (7.21)

- A. Niger River
- B. Euphrates River
- C. Yellow River
- D. Yangtze River

2) Study the list below.

- 1250 CE – 1450 CE
- Traded in gold and salt
- Mansa Musa was a ruler of this empire

Which civilization would best title the list above? (7.23)

- A. Nubia
- B. Songhai
- C. Mali
- D. Ghana

3) Which statement best describes the city of Timbuktu? (7.23)

- A. a Spanish outpost in the Americas

- B. a European military base for colonial expansion
- C. an East Asian trading post on the Pacific Ocean
- D. a West African center for universities, culture, and learning

4) How did the gold-salt trade make Ghana a powerful empire? (7.24)

- A. Ghana was an important refueling location in the Sahara.
- B. Ghana developed extensive salt mines to control the market.
- C. Ghana had a monopoly on the production of golden silk.
- D. Ghana controlled trade routes and could tax merchants.

5) Study the list below and answer the question.

- Storyteller and poet
- Advised kings and rulers
- Maintained historical records

What important role in West African society is described by the list above? (7.25)

- A. Aristocrats
- B. Bureaucrats
- C. Merchants
- D. Griots

Lesson 5

Seventh Grade Social Studies Standards-Aligned Learning: Middle Ages in Western Europe

Grade Level Standard(s)	Standards 7.27-7.39
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

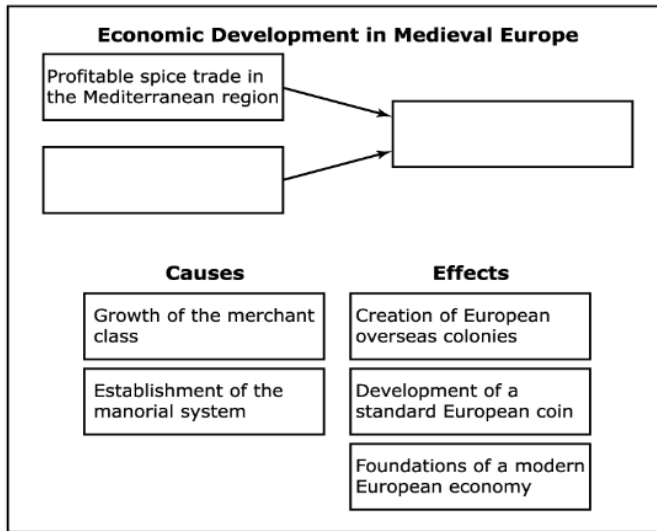
Review: Students can review Chapter 10 in their textbooks for information about Medieval Europe. To create their own study guide, students may want to define the following key terms from the standards:

- Monasteries
- Charlemagne
- Holy Roman Empire
- Feudalism
- Manorialism
- Battle of Hastings
- William the Conqueror
- Cooperation and conflict between the Papacy and European monarchs
- Magna Carta
- Crusades – 1st, 2nd and 3rd Crusades
- Pope Urban II, Saladin, and Richard I
- Impacts of the Crusades on Christians, Muslim, and Jewish populations
- Economic and social effects of the Bubonic Plague
- Development of a modern economy
- Hundred Years War and Henry V and Joan of Arc
- Reconquista, Inquisition, and rise of the Spanish and Portuguese kingdoms

Question Set:

*1) (7.30)

Use the selection of causes and effects to complete the diagram.



Which diagram shows the correctly placed causes and effects?

- A. **Economic Development in Medieval Europe**
- B. **Economic Development in Medieval Europe**
- C. **Economic Development in Medieval Europe**
- D. **Economic Development in Medieval Europe**

Study the map and answer the question.

Map of Europe



Which feature can be found in the area circled on this map?

- A. the Alps
- B. the Ural Mountains
- C. the North European Plain
- D. the North Atlantic Drift

Read the source and answer the question.

The steward [manager] ought, on his coming to each manor, to see and inquire how they are tilled, and in what crops they are, and how the cart-horses and avers [cattle], oxen, cows, sheep, and swine [pigs] are kept and improved. And if there be loss or damage from want of guard [lack of security], he ought to take fines from those who are to blame, so that the lord may not lose.

— The Seneschaucy (Rules of Husbandry), England, c. 1275

Which statement about manorialism and its role in the medieval economy is supported by this source?

- A. The nobles' wealth came from the labor of the peasants.
- B. Kings became less able to protect nobles' lands against invasions.
- C. The leaders of the church held more authority than nobles.
- D. Cities lost their importance as nobles became more powerful.

4) Which historical figure began the Holy Roman Empire and established feudalism in Europe? (7.29)

- A. King Richard I
- B. Charlemagne
- C. King Henry V
- D. William the Conqueror

5) Identify three impacts of the Crusades and the Bubonic Plague on the weakening of feudalism in Medieval Europe. (7.36)

- A. Development of manors
- B. Development of towns
- C. Development of banking systems
- D. Development of a serf class
- E. Development of a merchant class

Seventh Grade Social Studies Standards-Aligned Learning: Early Modern Europe	
Grade Level Standard(s)	Standards 7.40-7.49
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 11 in their textbooks for information about the Renaissance and Reformation. To create their own study guide, students may want to define the following key terms from the standards:

- Florence, Italy
- Medici Family
- Humanism
- Thomas Aquinas's influences on humanism
- Renaissance art
- Leonardo da Vinci
- Michelangelo
- William Shakespeare
- Systems of patronage
- Johannes Gutenberg
- William Tyndale
- Printing press and its impacts
- Causes of the Protestant Reformation
- Martin Luther and the 95 Theses
- Indulgences
- Predestination
- Henry VIII
- Mary I
- Catholic Counter-Reformation
- St. Ignatius of Loyola's role in the Catholic Counter-Reformation
- The role of the Jesuits
- Council of Trent
- Golden Age of the Tudor Dynasty
- Spanish Armada
- Queen Elizabeth I

Question Set:

*1) Read the list and answer the question.

- Introduced a new style of poetry by developing the blank verse
- Introduced a new vocabulary and phrases to the English language
- Helped contribute to the standardization of the English language

Which figure is best described by this list? (7.43)

- A. Leonardo da Vinci
- B. Johann Gutenberg
- C. Isaac Newton
- D. William Shakespeare

*2) (7.47)

Read the list and answer the question.

Reformation in England

- King Henry VIII sought to remarry.
- King Henry VIII established the Church of England.
- King Henry VIII sold Catholic Church property.

Which statement explains how these events contributed to the weakening of the Catholic Church?

- A. The Church of England spread into France.
- B. The Catholic Church was unable to sell indulgences in Spain.
- C. The Church of England worked with other nations for religious change.
- D. The Catholic Church lost political influence over this king.

*3) (7.44)

Look at the image and answer the question.

Gutenberg Reviewing the First Printed Page



Source: Public Domain/Library of Congress

Which statement analyzes the effect that the technology shown in this image had in Western Europe?

- A. Ancient texts became more difficult to obtain.
- B. Monasteries were built to expand religious authority.
- C. Books became more expensive to produce.
- D. Bibles became available in different languages.

Which European monarch tried to bring Catholicism back to England? (7.47)

- . Richard I
- . Elizabeth I
- . Mary I
- Henry VIII

5) Identify three religious doctrines that developed during the Protestant Reformation from the choices below. (7.46)

A. Emphasis on scripture alone

B. Reliance on the Four Noble Truths

C. Salvation by faith

D. Began using indulgences

E. Predestination

Lesson 7

Seventh Grade Social Studies Standards-Aligned Learning: Early Modern Europe

Grade Level Standard(s)	Standards 7.50-7.52
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 13 in their textbooks for information about the Scientific Revolution and Enlightenment. To create their own study guide, students may want to define the following key terms from the standards:

- Heliocentric theory
- Geocentric theory
- Copernicus
- Kepler
- Elliptical orbits
- Galileo Galilei
- Telescope and microscope
- Sir Francis Bacon
- Scientific method
- Sir Isaac Newton
- Three laws of motion

Question Set:

*1) (7.

Which statement describes the link between Christianity and the beginning of the Scientific Revolution?

- A. Catholic officials supported the separation of church and government.
- B. Catholic scholars preserved and translated classical texts.
- C. Catholic officials promoted the establishment of nonreligious universities.
- D. Catholic scholars attempted to link religious texts to new discoveries.

2) Copernicus helped develop which model of the universe? (7.50)

- A. Geocentric
- B. Elliptical orbits
- C. Heliocentric
- D. Epicycles

3) Which model of the universe theorized that the sun, moon, stars, and planets all orbited around the Earth? (7.50)

- A. Geocentric
- B. Elliptical orbits

C. Heliocentric

D. Epicycles

4) Which scientific two tools were improved upon by the work of Galileo Galilei? (7.51)

A. barometer

B. microscope

C. cardiogram

D. telescope

E. astrolabe

5) Who helped create the scientific method? (7.52)

A. Johannes Kepler

B. Galileo Galilei

C. Sir Francis Bacon

D. Sir Isaac Newton

Lesson 8

Seventh Grade Social Studies Standards-Aligned Learning: Indigenous Civilizations in the Americas

Grade Level Standard(s)	Standards 7.53-7.57
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

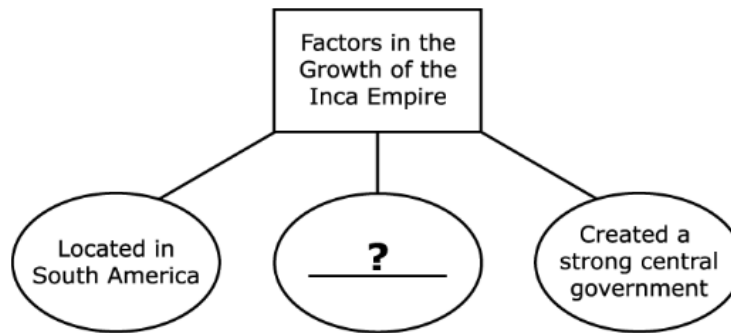
Review: Students can review Chapter 7 in their textbooks for information about the Americas. To create their own study guide, students may want to define the following key terms from the standards:

- Northeast North American Indian cultures
- Southeast North American Indian cultures
- Plains North American Indian cultures
- Mayan civilization
- Aztec civilization
- Incan civilization

Question Set:

*1) (7.57)

Study the diagram and answer the question.



Which phrase best completes this diagram?

- A. Centered on the Amazon rain forest
- B. Constructed homes out of clay
- C. Built an extensive road system
- D. Economic system based on raising cattle

2) Which mountain chain lies within the territory of the Incan civilization? (7.53)

- A. Andes Mountains
- B. Appalachian Mountains
- C. Rocky Mountains
- D. Ural Mountains

3) Which agricultural innovation was developed by the Inca because of their mountainous terrain? (7.56)

- A. crop rotation
- B. drip irrigation
- C. terrace farming
- D. subsoiling plows

4) Where was the center of the Aztec empire located? (7.57)

- A. in the Andes Mountains
- B. in the Central Mexican Plateau
- C. on the Yucatan Peninsula
- D. on the Mississippi River

5) What was the significance of chinampas on the development of the Aztec empire? (7.56)

- A. better communication networks
- B. increase in yields from gold mining
- C. better metallurgy for weapons
- D. increase in farmable land

Lesson 9	
Seventh Grade Social Studies Standards-Aligned Learning: Age of Exploration	
Grade Level Standard(s)	Standards 7.58-7.65

Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

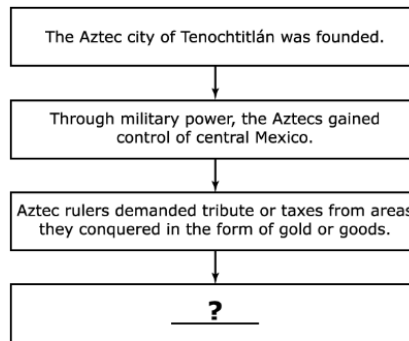
Review: Students can review Chapter 312 in their textbooks for information about the Age of Exploration and Trade. To create their own study guide, students may want to define the following key terms from the standards:

- Motivations for European exploration
- Henry Hudson, Jacques Cartier, Vasco da Gama, Bartolomeu Dias, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci
- Prince Henry the Navigator
- Tools related to exploration compass, caravel, astrolabe, Harrison's chronometer
- Locations of French, Spanish, English, Portuguese and Dutch colonies in the Americas
- Fall of the Aztec and Inca empires
- Hernan Cortes and Francisco Pizarro
- Location of European regions that remained Catholic or Protestant
- Columbian Exchange and its impacts on Europe, Africa, Asia, and the Americas
- Spanish colonization
- Mission system
- Encomienda system
- Bartolome de las Casa
- Development of the African slave trade

Question Set:

*1) (7.62)

Look at the graphic organizer and answer the question.



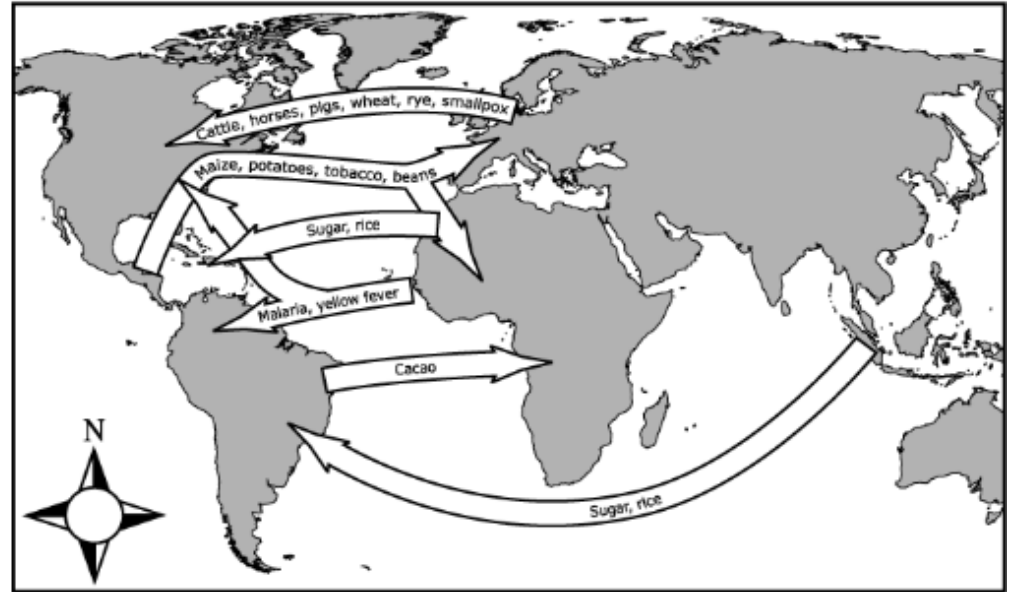
Which statement correctly completes the graphic organizer?

- A. The arrival of the Spanish led to the formation of a feudal society in the Aztec Empire.
- B. The Spanish established overseas trade networks with the Aztec Empire.
- C. The arrival of the Spanish led to the downfall of the Aztec Empire.
- D. The Spanish signed a military alliance with the Aztec Empire.

*2) (7.64)

Look at the map and answer the question.

The Columbian Exchange



How did this exchange affect American Indians?

- A. Relations between rival nations improved.
- B. Populations were reduced by disease.
- C. Industrial production developed.
- D. Tensions between tribal groups decreased.

*3) (7.64)

How did the Age of Exploration most affect indigenous populations in the Americas?

- A. the participation in global trade
- B. the domestication of animals
- C. the use of metal tools for farming
- D. the introduction of diseases

*4) (7.60)

How did the astrolabe contribute to the expansion of the European worldview?

- A. by helping navigate ships during exploration
- B. by providing atmospheric pressure readings to explorers
- C. by calculating the distance between locations for land surveyors
- D. by allowing cartographers to accurately measure ocean currents

*5) (7.50)

Use the source to answer the questions.

Most historians point to Nicolaus Copernicus (1473 – 1543) and his novel [original] ideas regarding the movement of the earth as the starting point of the Scientific Revolution. In the early 1500s, Copernicus, through study and reasoning, concluded that the earth and planets revolved around the sun. This heliocentric (sun-centered) theory was in stark contrast to the traditional geocentric (earth-centered) theory. For over a thousand years people had believed the Church’s teachings that the earth was the center of the universe. . . . In the Middle Ages, scholars . . . placed the earth at the center of the universe. . . .

Johannes Kepler (1571 – 1630), a mathematician, supported the Copernican theory by demonstrating with his calculations that the planets did, indeed, move around the sun. About the same time, the brilliant Galileo Galilei (1564 – 1642) challenged the Church’s geocentric teachings. Galileo constructed a telescope, observed the heavens, and noted that Jupiter had four moons revolving around it — thus not everything revolved around Earth as believed. He also observed that the moon’s surface was rough and uneven, not smooth and unblemished as Aristotle had proposed. . . .

The steps taken by Copernicus, Kepler, and Galileo eventually evolved into what we call the scientific method. The scientific method involves posing a question, formulating a hypothesis, performing experiments, and analyzing the results. Reason, mathematics, and observation — the steps used by Copernicus, Kepler and Galileo in proving the heliocentric theory — are integral parts of this method.

— Sara Drogin, *A Short History of Western Civilization*

Which three statements describe advances made during the time period discussed in this source?

- A. The microscope helped improve agricultural practices.
- B. The telescope allowed the observation of planetary movements.
- C. Scientists accepted proof of the traditional beliefs about the universe.
- D. Systematic observation led to the development of the scientific method.
- E. Many new inventions resulted in more effective technology.
- F. The astrolabe was adapted to help predict the seasons.