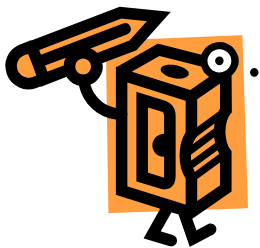


# Welcome to 7<sup>th</sup> grade Social Studies!



This workbook will serve as your textbook for this course. You will be expected to have this workbook with you every day. Remember to take advantage of the study tools inside! If you miss a day, be sure to find out what you missed from this workbook. You'll need to fill in anything we did together in class because it may appear on a test.



This is your workbook.  
Please write in it!

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# 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 Basic Training 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

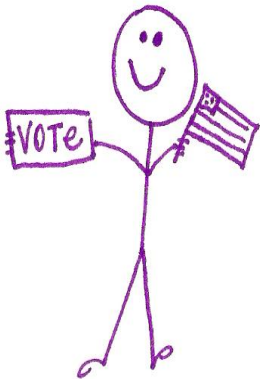
This unit is designed to teach the basic vocabulary and concepts that go with the government, geography, economics, and history Georgia Performance Standards established by the Georgia Department of Education. Most of these will be a review of what was learned last year.

## 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) \_\_\_\_\_

\_\_\_\_\_

Communism \_\_\_\_\_

\_\_\_\_\_

Confederation government system \_\_\_\_\_

\_\_\_\_\_

Constitutional monarchy \_\_\_\_\_

\_\_\_\_\_

Democratic government (democracy) \_\_\_\_\_

\_\_\_\_\_

Federal government system \_\_\_\_\_

\_\_\_\_\_

Hereditary monarchy \_\_\_\_\_

\_\_\_\_\_

Oligarchic government (oligarchy) \_\_\_\_\_

\_\_\_\_\_

Parliamentary democracy \_\_\_\_\_

\_\_\_\_\_

Presidential democracy\_\_\_\_\_

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Republic\_\_\_\_\_

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Theocracy\_\_\_\_\_

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Unitary government system\_\_\_\_\_

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## **GEOGRAPHY TERMS**

Ethnic group\_\_\_\_\_

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Literacy rate\_\_\_\_\_

---

---

Religious group\_\_\_\_\_

---

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Standard of living\_\_\_\_\_

---

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# Who has the power?

Unitary System -

Confederation -

Federal System -

Autocracy -

Oligarchy -

Democracy -

Parliamentary Democracy -

Presidential Democracy -

Hereditary Monarchy -

Constitutional Monarchy -

Theocracy -

Communism -

Republic -

Where is Joe Voter happiest?



Where is Joe Voter not so happy?



We know you can't get music with the "Parental Advisory" sticker on it at Wal-Mart. What else has the mega-store banned?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. **EXAMPLE:** The three branches of a federal government are the executive, legislative, and...  
JUDICIAL      VOTERS      MINORITY

2. This government system feels everyone should be equal in a classless society.  
MONARCHY      COMMUNISM      DEMOCRACY

3. In a theocracy, who has supreme power?  
PRESIDENT      KING      GOD

4. Who holds the most power in a democracy?  
VOTERS      KING      GOD

5. What do you call the leader of a presidential democracy?  
KING      GOD      PRESIDENT

6. In a \_\_\_\_\_ monarchy, the king inherited the power from his father.  
CONSTITUTIONAL      PRESIDENTIAL      HEREDITARY

7. This group is made up of people who share ideas and beliefs that have been in their community for years.  
ETHNIC      RELIGIOUS      VOTERS

8. Which of these would probably not be shared by a religious group?  
XBOX      FOLKTALES      LANGUAGE

9. In a federal system, power is...  
LOCAL      CENTRAL      SHARED

10. In this government system, the ruler has absolute power to do whatever he/she wants.  
AUTOCRATIC      OLIGARCHIC      DEMOCRATIC

11. The literacy rate in a country tells us what percentage of the population can read and ...  
EAT      WRITE      CALCULATE

12. In this system, the voters have the most power.  
AUTOCRATIC      OLIGARCHIC      DEMOCRATIC

13. In a monarchy, Joe Voter has \_\_\_\_\_ power.  
ALL      NO      SOME

14. Embargos, tariffs, and quotas are trade....  
ENHANCERS      SLOWERDOWNERS      BARRIERS

15. The standard of \_\_\_\_\_ tells us the quality of life in that country, including health and education.  
VOTING      LIVING      RELIGION

16. In this system, a small group makes all laws.  
AUTOCRATIC      OLIGARCHIC      DEMOCRATIC

17. A king rules in this system.  
DEMOCRACY      OLIGARCHY      MONARCHY

18. In this system, power is shared between the central government and the local governments.  
UNITARY      CONFEDERATION      FEDERAL

19. In this system, the central government has all the power.  
UNITARY      CONFEDERATION      FEDERAL

20. Which of these is shared by an ethnic group?  
RELIGION      IDEAS      MONEY

21. In this system, voters elect representatives to make laws.  
REPUBLIC      THEOCRACY      MONARCHY

22. The G.D.P. is measured per...  
DAY      MONTH      YEAR

23. In this system, religious leaders have political power.  
REPUBLIC      THEOCRACY      MONARCHY

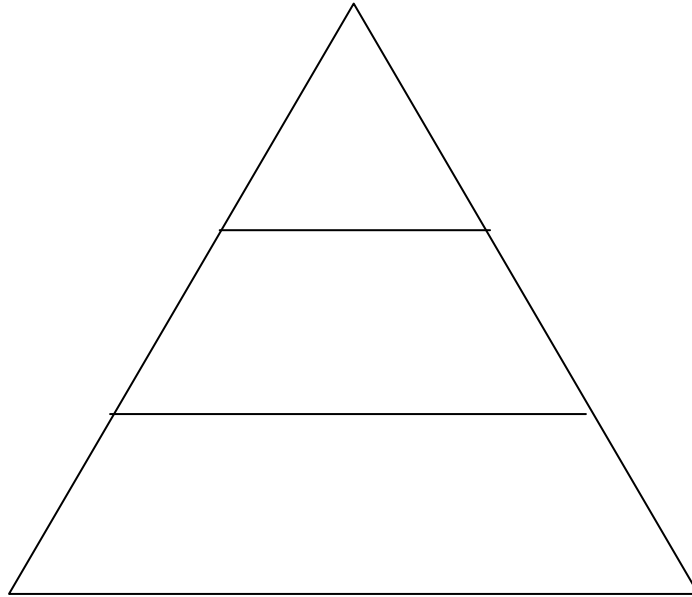
→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is "JUDICIAL," so I'll write a "J" in every square that contains a "1". Got it? Don't forget to tear out this page and turn it in. Have fun!→

GOV'T - GEO

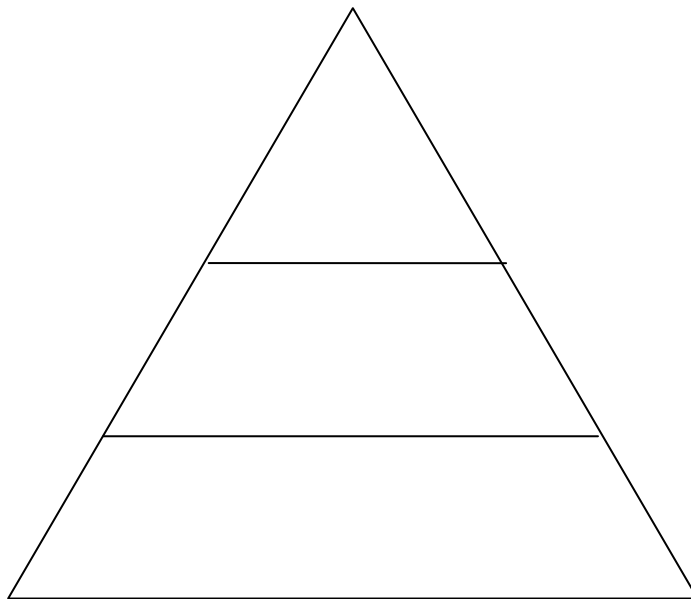
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9	[REDACTED]	17	7	3	10	13	[REDACTED]	18	16
8	[REDACTED]	20	9	[REDACTED]	14	10	13	13	7
12	[REDACTED]	18	16	21	[REDACTED]	15	20	18	7



# Government Systems...The Handy-Dandy Triangles!



*SS7CG4a - Unitary, Confederation, and Federal Governments*



*SS7CG4b - Autocratic, Oligarchic, and Democratic Governments*

## ECONOMICS TERMS

Capital \_\_\_\_\_

\_\_\_\_\_

Command economy \_\_\_\_\_

\_\_\_\_\_

Currency \_\_\_\_\_

\_\_\_\_\_

Embargo \_\_\_\_\_

\_\_\_\_\_

Entrepreneurship \_\_\_\_\_

\_\_\_\_\_

Gross Domestic Product (GDP) \_\_\_\_\_

\_\_\_\_\_

Human capital \_\_\_\_\_

\_\_\_\_\_

Market economy \_\_\_\_\_

\_\_\_\_\_

Mixed economy \_\_\_\_\_

\_\_\_\_\_

Natural Resources \_\_\_\_\_

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Quota \_\_\_\_\_

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Specialization \_\_\_\_\_

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---

Tariff \_\_\_\_\_

---

---

Trade barriers \_\_\_\_\_

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---

Traditional economy \_\_\_\_\_

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## **HISTORY TERMS**

Independence \_\_\_\_\_

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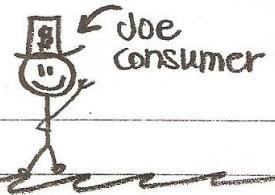
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Nationalism \_\_\_\_\_

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# ECON TERMS



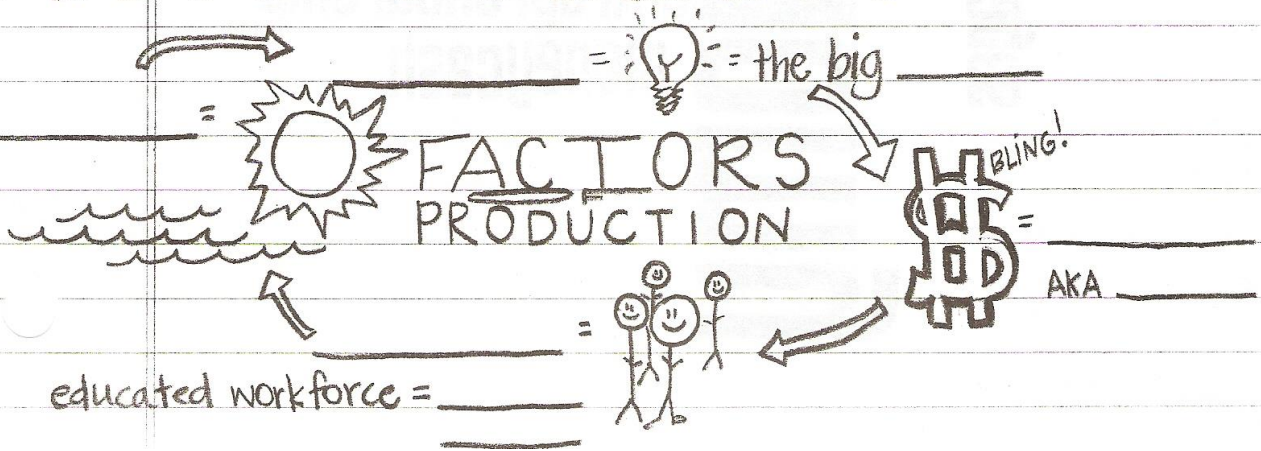
Name: \_\_\_\_\_

1. \_\_\_\_\_ = Trade / ya. \* = goods or services  
 - based on \_\_\_\_\_, doesn't use \_\_\_\_\_  
 - found in \_\_\_\_\_, not \_\_\_\_\_

2. \_\_\_\_\_ = YOU MUST BUY or PRODUCE THIS! RAWR! sigh...  
 - Joe Consumer has \_\_\_\_\_

3. \_\_\_\_\_ = is in total control  
 - Joe Consumer has \_\_\_\_\_

4. \_\_\_\_\_ = are in total control  
 - found in \_\_\_\_\_



Neil Armstrong and Buzz Aldrin were the first men to walk on the moon. What did Armstrong do to make the Mission Control guys in Houston "almost turn blue?"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. **EXAMPLE:** Water and sunlight are \_\_\_\_\_ resources.

**SYNTHETIC**     **CAPITAL**     **NATURAL**

2. The GDP is measured per...

**MONTH**     **YEAR**     **DAY**

3. The GDP is the \_\_\_\_\_ of all the goods and services provided in a country.

**VALUE**     **EXPENSE**     **COST**

4. Who makes the decisions in a command economy?

**INDIVIDUALS**     **GOVERNMENT**     **CUSTOMS**

5. This is when two countries don't trade with each other anymore because of what one did.

**QUOTA**     **TARIFF**     **EMBARGO**

6. This is what one country does best and is most in demand in the world market.

**VALUE**     **SPECIALIZATION**     **GDP**

7. How many countries have a mixed economy?

**ALL**     **FIVE**     **NONE**

8. This is a limit on foreign goods.

**EMBARGO**     **QUOTA**     **TARIFF**

9. Which is not an example of a capital good?

**FACTORY**     **MACHINERY**     **ORIGAMI**

10. When a country is free to make its own decisions and is not controlled by another, it is...

**INDEPENDENT**     **COLONIZED**     **ENSLAVED**

11. Entrepreneurs are not afraid to take...

**RISKS**     **BETS**     **PUPPIES**

12. In a \_\_\_\_\_ economy, people don't get to make choices for themselves.

**MARKET**     **TRADITIONAL**     **COMMAND**

13. Human capital refers to the...

**TECHNOLOGY**     **WORKERS**     **RESOURCES**

14. The Gross \_\_\_\_\_ Product is kind of like how much the average person earns in a year in a country.

**AVERAGE**     **YEARLY**     **DOMESTIC**

15. Nationalism is when you show \_\_\_\_\_ to your ethnic group.

**LOYALTY**     **INDEPENDENCE**     **FREEDOM**

16. Independence is the \_\_\_\_\_ from being controlled.

**LOYALTY**     **INDEPENDENCE**     **FREEDOM**

17. Which is not a North American currency?

**DOLLAR**     **UNICORN**     **PESO**

18. Embargos, quotas, and tariffs are trade...

**ENHANCERS**     **BARRIERS**     **STIMULATORS**

19. \_\_\_\_\_ capital refers to the knowledge and skills of the workers.

**NATURAL**     **GOODS**     **HUMAN**

20. The Gross Domestic \_\_\_\_\_ is different for each country, usually.

**PRODUCT**     **GOODS**     **CONSUMER**

21. Currency is also known as...

**EMBARGO**     **MONEY**     **TARIFF**

22. This is a tax on foreign goods.

**EMBARGO**     **MONEY**     **TARIFF**

→Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is "NATURAL," so I'll write an "N" in every square that contains a "1." Got it? Don't forget to pull this page out and turn it in. Have fun! →

ECON-HIST

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'N		22	19	5		21	9	9	'N.
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# FLASH CARDS

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

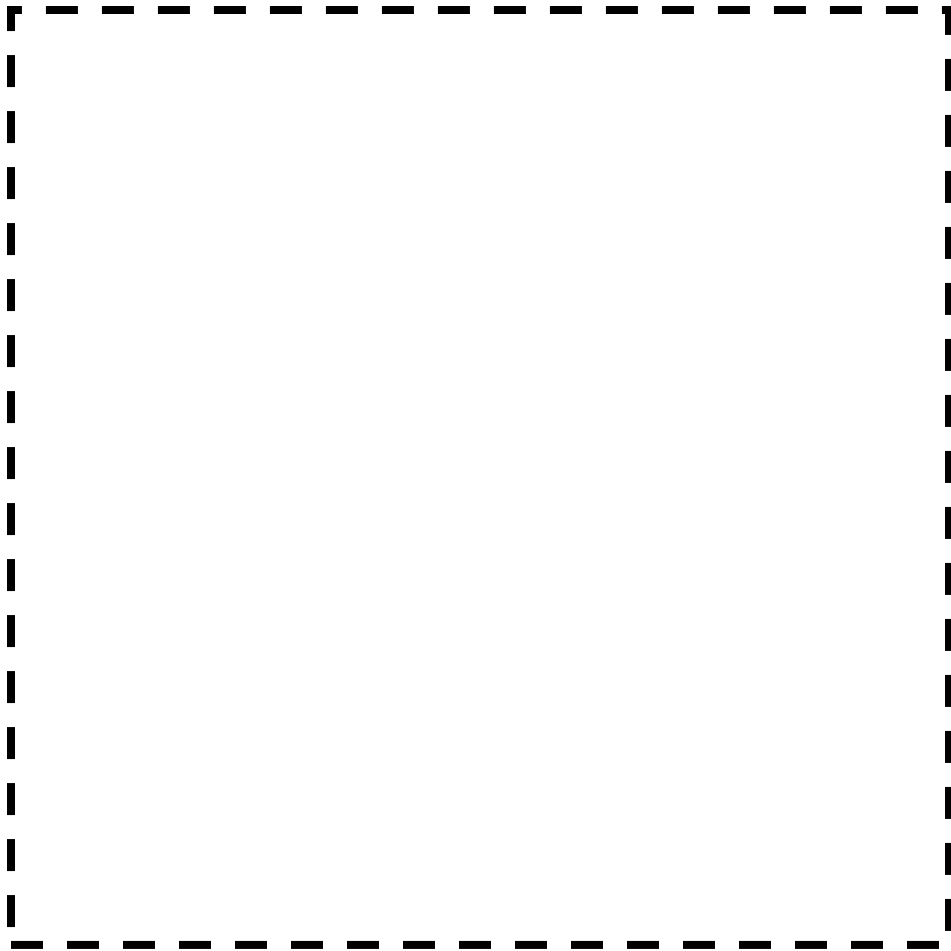

*Tear out this page and take it home to study!*

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...



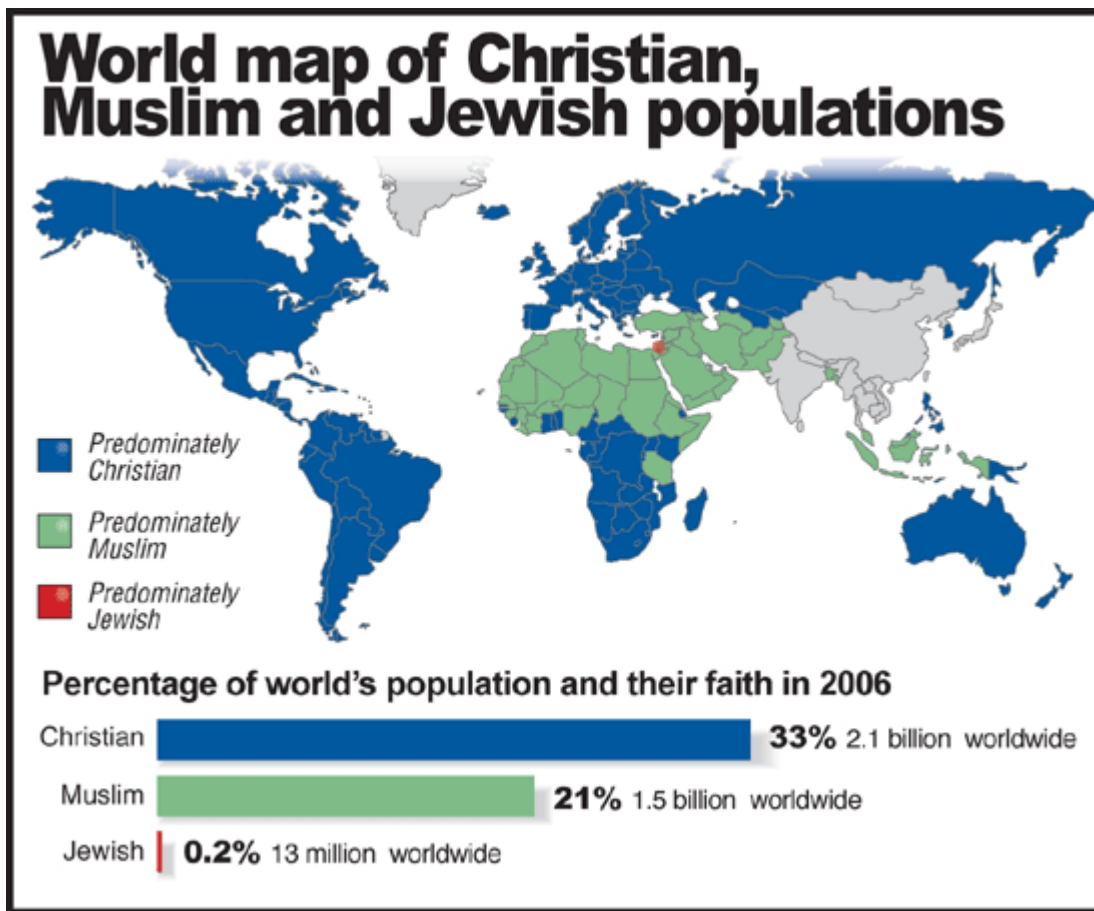
Cut it out and write in everything you think you might not remember on the test. You may use *\*only\** this square on the test for help. Study!

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

## Seventh Grade Social Studies Unit 2

### The Middle East Today

Elaborated Unit Focus: In this unit, students will gain an understanding of the modern cultural and physical landscape of the Middle East. By learning about the diverse religions and cultures of the Middle East, students will gain insight into the complicated relationships between religion and culture, and the political implications of the relationship between religion, culture, and geography. Students will locate selected countries in the region on a map and will examine the role of the citizen in the government of selected countries in the Middle East.



## SS7G5 Vocabulary Focus

*Define these terms*

Afghanistan \_\_\_\_\_

\_\_\_\_\_

Arabian Sea \_\_\_\_\_

\_\_\_\_\_

Dead Sea \_\_\_\_\_

\_\_\_\_\_

Euphrates River \_\_\_\_\_

\_\_\_\_\_

Gaza Strip \_\_\_\_\_

\_\_\_\_\_

Iran \_\_\_\_\_

\_\_\_\_\_

Iraq \_\_\_\_\_

\_\_\_\_\_

Israel \_\_\_\_\_

\_\_\_\_\_

Jordan River \_\_\_\_\_

\_\_\_\_\_

Persian Gulf \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Red Sea \_\_\_\_\_

Rub al-Khali \_\_\_\_\_

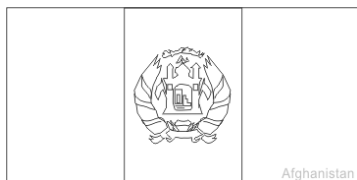
Saudi Arabia \_\_\_\_\_

Strait of Hormuz \_\_\_\_\_

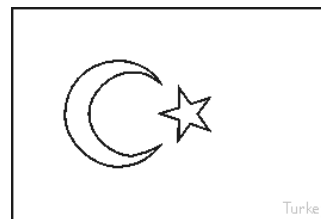
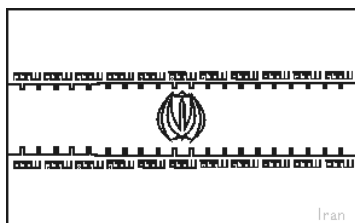
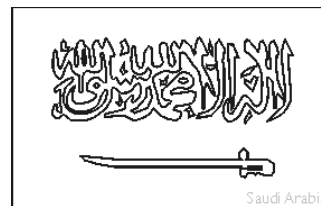
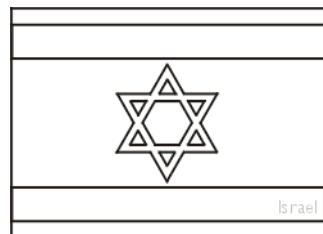
Suez Canal \_\_\_\_\_

Tigris River \_\_\_\_\_

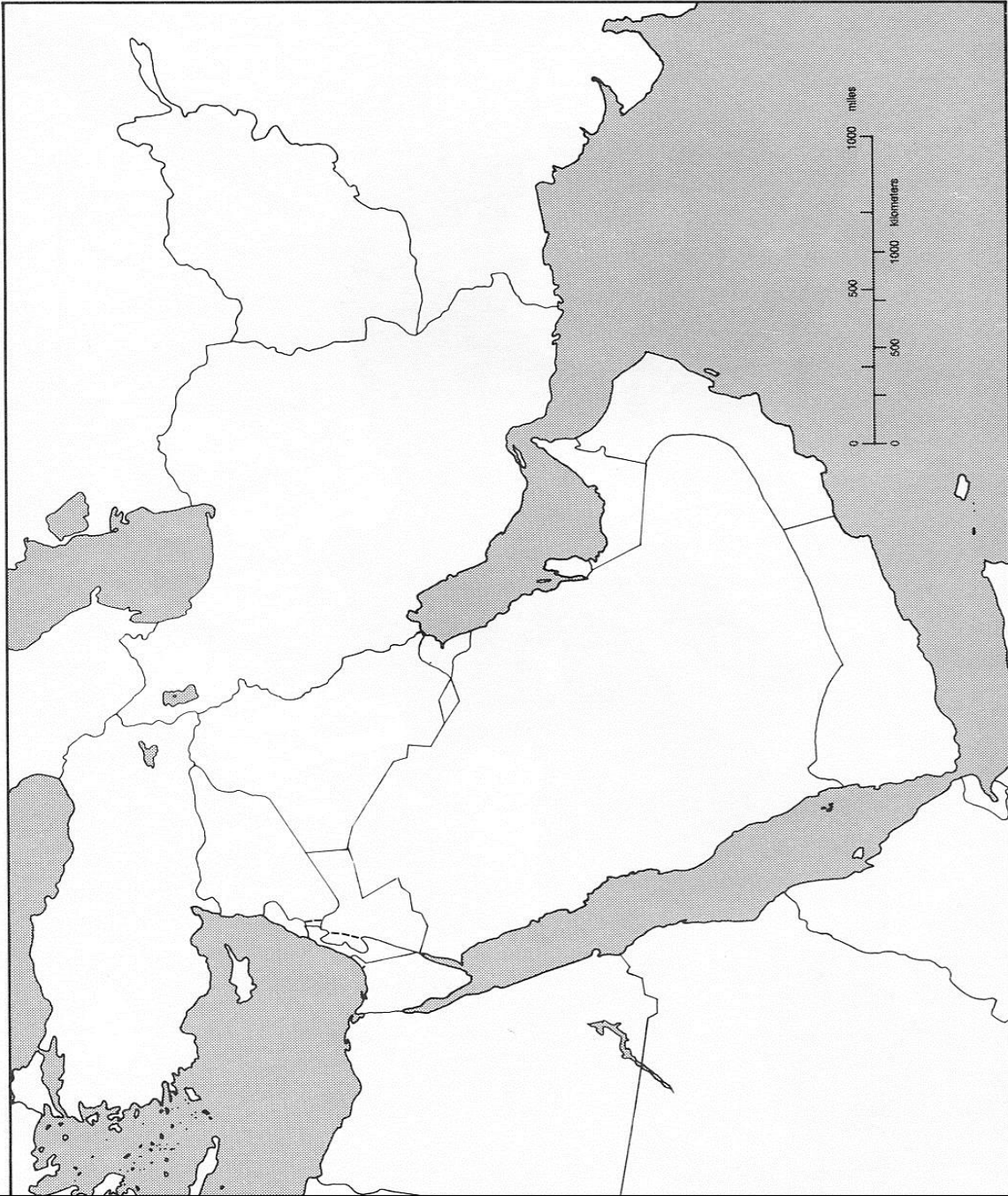
Turkey \_\_\_\_\_



### Flags of the region



## MIDDLE EAST



### **SS7G5**

#### **Standard/Elements**

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

**a. 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.**

**b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.**

# Was Hitler really in the U.S. Navy?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: The GDP measures what the average person earns in one \_\_\_\_.

MONTH      YEAR      LIFETIME

2. Israel and Palestine rely on the water from the \_\_\_\_ River.

EUPHRATES      TIGRIS      JORDAN

3. This country is east of Iran.

IRAQ      AFGHANISTAN      KUWAIT

4. Southwest Asia is also known as the \_\_\_\_ East.

MIDDLE      NORTH      SOUTH

5. This river is one of the longest in the region and begins in Turkey.

JORDAN      EUPHRATES      NILE

6. The \_\_\_\_ River starts in Turkey and flows directly through Iraq to the Persian Gulf.

EUPHRATES      TIGRIS      JORDAN

7. The \_\_\_\_ of Hormuz connects the Persian Gulf to the Indian Ocean.

STRAIT      RIVER      OCEAN

8. The Suez \_\_\_\_ connects the Red Sea to the Mediterranean Sea.

STRAIT      RIVER      CANAL

9. A \_\_\_\_ country like Afghanistan doesn't have any ocean access.

LANDLOCKED      SEASIDE      MOUNTAINOUS

10. People in Iraq and the Middle East rely on these for fresh water sources.

OCEANS      RIVERS      SEAS

11. This country is west of Iraq.

ISRAEL      AFGHANISTAN      TURKEY

12. The \_\_\_\_ Sea is too salty to support life.

DEAD      RED      PERSIAN

13. The Arabian Sea is the northwest arm of the Indian \_\_\_\_.

SEA      LAKE      OCEAN

14. This country is very oil-rich and has an indoor ski slope but was not labeled on your map.

AFGHANISTAN      U.A.E.      ISRAEL

15. The Strait of \_\_\_\_ connects the Persian Gulf to the Arabian Sea.

DAVIS      PERSIA      HORMUZ

16. The Rub-al-\_\_\_\_ is a desert whose name means "Empty Quarter."

KHALI      PERSIA      TUMMI

17. Turkey is \_\_\_\_ of Saudi Arabia.

NORTH      SOUTH      EAST

18. This resource is the most important to people in the Middle East who need it to live and to irrigate crops.

OIL      SUNLIGHT      WATER

19. You won't find much of this in a desert.

VEGETATION      SAND      ROCKS

20. The \_\_\_\_ Gulf is one of the main shipping routes for oil from the Middle East.

ISRAEL      PERSIAN      SUEZ

21. The Tigris River \_\_\_\_ in Turkey.

BEGINS      ENDS      TRANVERSES

22. This coastal region bordering Israel and Egypt is the source of much conflict in the Middle East.

PALESTINE      GAZA      KUWAIT

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'YEAR', so I'll write a "Y" in every square that contains a "1". Got it? Have fun!→

11	17		1939,		15	11	6	9	5
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	9	11	17	5					



## SS7G5 Country Data Chart

Country Name	Capital City	Population	Area	GDP per capita	Language	Literacy Rate	Economic Freedom Ranking

**SS7G8 Standard/Elements**

**SS7G8: The student will describe the diverse cultures of the people who live in the 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 the 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Christianity \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Farsi \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Islam/Muslims \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Judaism \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Kurd \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Persian \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sunni Islam \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Shi'a Islam \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Middle East Religions

Name of Religion			
Central Figure			
Place of Origin			
Year of Origin			
Language			
Holy Book			
Place of Worship			
Followers are Called			
Name for God			
Main Belief			

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

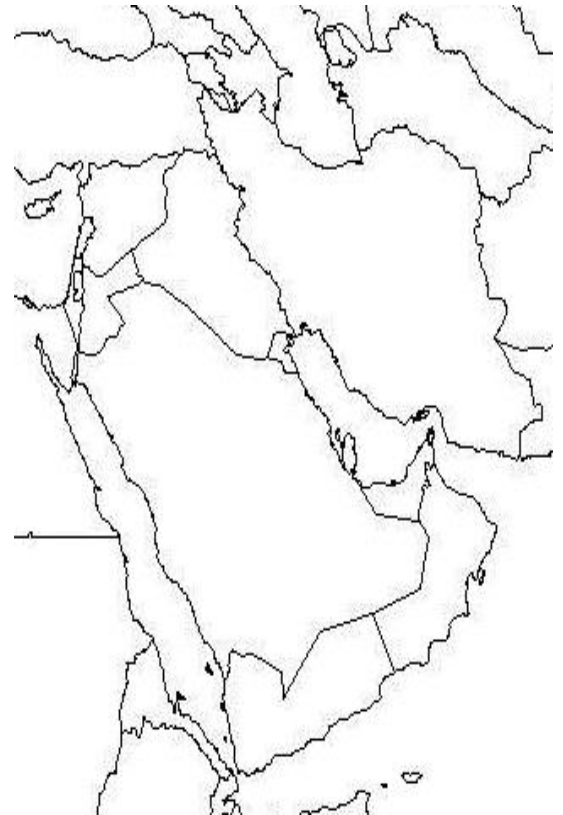
You might be an Arab if you...



You might be a Persian if you...



You might be a Kurd if you...



Wanna know some weird facts about your favorite candies? Of course you do!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: Extreme \_\_\_\_\_ is a Christian rite that priests do at the time of death.

UNCTION      BAPTISM      MARRIAGE

2. What natural feature is found in both Israel and Saudi Arabia, the homes of the three big religions?

RAINFOREST      OCEAN      DESERT

3. When he was a baby, Moses was put in a basket in or near this river.

CONGO      NILE      EUPHRATES

4. This is the holy book for Judaism.

TORAH      BIBLE      KORAN

5. Muslims go to mosques to \_\_\_\_\_.

EXERCISE      WORSHIP      SHOP

6. This is the holy book for Christians.

TORAH      BIBLE      KORAN

7. Jewish ministers and teachers are often referred to as...

RABBI      PROFESSOR      IMAM

8. The Pope lives in \_\_\_\_\_ City, which is in Italy.

NEW YORK      ROME      VATICAN

9. Moses led the Hebrew slaves out of...

VIETNAM      EGYPT      INDIA

10. All three of these religions believe in \_\_\_\_\_ God.

ONE      TWO      FOUR

11. The Prophet spoke in perfect rhymed \_\_\_\_\_ when he spoke Allah's words.

ENGLISH      ARABIC      HEBREW

12. Jesus Christ is the central figure of this religion.

JUDAISM      ISLAM      CHRISTIANITY

13. The first church services were conducted in...

LATIN      SPANISH      FRENCH

14. Jewish people go to a \_\_\_\_\_ to worship.

CHURCH      MOSQUE      SYNAGOGUE

15. Allah and Jehovah are both names for...

JESUS      GOD      MOHAMMED

16. Jews refer to God as...

YHWH      ALLAH      JESUS

17. This religion began in Saudi Arabia.

JUDAISM      CHRISTIANITY      ISLAM

18. This religion began with Abraham and is the oldest.

JUDAISM      CHRISTIANITY      ISLAM

19. All three religions consider Abraham to be the \_\_\_\_\_ of their faith.

DESCENDENT      FATHER      SAVIOR

20. This is the holy book of Islam.

TORAH      BIBLE      KORAN

21. Islam believes there is only one God and Mohammed is His \_\_\_\_\_.

SON      FATHER      PROPHET

22. This is the official language of Judaism.

HEBREW      ARABIC      LATIN

23. Muslims face \_\_\_\_\_, Saudi Arabia, when they pray.

MECCA      JERUSALEM      BETHLEHEM

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'UNCTION', so I'll write a "U" in every square that contains a "1". Got it? Have fun!→

18	11	21	11	3	9	14	9	[redacted]	20	
17	4	20	11	4	14	[redacted]	12	10	23	
9	[redacted]	17	3	[redacted]	5	11	14	11	6	
17	[redacted]	(18	11	21	11	3	9	14	9	
[redacted]	22	10	7	14	9	7	11	2	17	
14	22	)	[redacted]	11	3	2	[redacted]	14	10	16
[redacted]	14	11	'U	12	9	[redacted]	19	13	11	
8	10	7	14	[redacted]	4	22	9	[redacted]	"3"	
[redacted]	17	3	[redacted]	3	23	'U	14	20	9	
4	9	9	7	14	[redacted]	6	11	7	14	
[redacted]	7	9	21	7	9	14	9	3	4	
9	2	[redacted]	14	9	12	4	11	10	3	
14	[redacted]	10	19	[redacted]	8	11	3	17	13	
13	11	,	[redacted]	12	22	10	12	10	13	11
4	9	,	[redacted]	11	3	2	[redacted]	14	4	7
11	5	6	9	7	7	16	[redacted]	4	22	
11	4	[redacted]	12	22	11	3	15	9	2	
[redacted]	4	10	[redacted]	11	13	13	[redacted]	12	22	
10	12	10	13	11	4	9	[redacted]	11	19	
4	9	7	[redacted]	5	5	<u>II.</u>	[redacted]	[redacted]	[redacted]	

### SS7CG4&5 Standards/Elements

**SS7CG4** 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 in a (an) autocracy, oligarchy, and democracy.
- 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.

- 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.

**What do you remember? Find your answers in the word search. Use the underlined words in the standard above as your choices.**

- In this system, the central government has the most power.
- In this system, the power is shared between the national and local governments.
- In this system, the local governments have all the power.
- In this government, a small group has all the power.
- In this government, one person has all the power.
- In this government, the voters have the real power.
- In this type of democracy, the citizens vote directly for the president.
- In this type of democracy, the citizens cast a vote for a political party that chooses the prime minister.
- In this system, religious leaders have political power.
- In this system, the king has inherited his power.

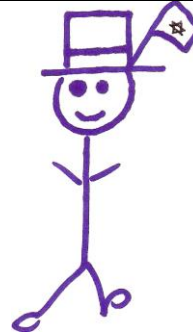
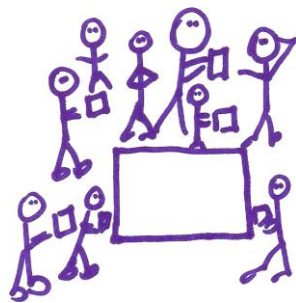
### Government Review

D	H	Q	Y	I	R	Y	C	H	L	E	E	N	A	N
V	I	P	C	C	R	U	V	U	K	A	O	C	U	P
R	P	G	R	A	A	L	D	I	E	I	U	F	T	C
C	O	P	T	E	E	R	J	N	T	L	M	F	O	Y
Y	S	I	J	T	S	C	C	A	B	H	M	M	C	H
N	N	G	R	Z	B	I	R	O	D	X	I	K	R	C
U	R	I	F	J	K	E	D	E	E	Z	F	Z	A	R
A	R	U	P	K	D	C	M	E	Z	H	X	Z	C	A
J	M	V	I	E	A	O	S	S	N	E	T	C	Y	N
R	J	S	F	M	C	T	P	W	R	T	P	D	C	O
M	R	N	N	R	Y	H	C	R	A	G	I	L	O	M
K	O	P	A	R	L	I	A	M	E	N	T	A	R	Y
C	L	C	F	E	D	E	R	A	L	R	K	K	L	W
L	Y	B	V	U	C	C	I	T	D	O	H	V	H	G
C	E	E	Z	P	O	M	S	U	K	F	E	S	S	G

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.





## Why is it so expensive to be a pro football player?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. **EXAMPLE:** Monotheistic religions believe in how many gods?

MANY            ONE            NONE

2. The Kurds live in the \_\_\_ of Syria and Iraq.

MOUNTAINS    DESERT        RIVERS

3. Major cities in the Middle East are found near...

COWS            WATER         DESERTS

4. The Red \_\_\_ borders Saudi Arabia to the west.

SEA            OCEAN         RIVER

5. Persians speak this language.

ARABIC         KURDISH       FARSI

6. This ethnic group is mostly Shi'a Muslim and lives in modern-day Iran.

ARABS            PERSIANS       KURDS

7. People in this group share language, culture, and folktales, among other things.

RELIGIOUS    ETHNIC         COUNTRY

8. People in this ethnic group are mostly Muslim but you can also find some Christians, too.

ARAB            PERSIAN        KURD

9. Arabs feel they are \_\_\_ of Abraham.

ENEMIES        DESCENDENTS   ANCESTORS

10. Loyalty to your ethnic group is also known as...

INDEPENDENCE    NATIONALISM

11. This religion is divided into Sunni and Shi'a.

ISLAM            JUDAISM        CHRISTIANITY

12. The people who were friends of the Prophet were the Rightly \_\_\_ Caliphs.

TAUGHT         DIRECTED        GUIDED

13. Countries that are \_\_\_ do not have access to seas or oceans.

ISLANDS        LANDLOCKED    ARCHIPELAGOS

14. Iran is an example of this type of government where religious leaders have political power and God is the true leader.

THEOCRACY     DEMOCRACY     MONARCHY

15. Shi'a Muslims believe the next leader of the faith should have been related to the Prophet by...

FRIENDSHIP    BLOOD         MARRIAGE

16. People in this group share a belief in God.

RELIGIOUS     ETHNIC         COUNTRY

17. The Strait of \_\_\_ separates the Persian Gulf from the Arabian Sea.

DAVIS            PERSIA         HORMUZ

18. Decisions in this type of government system are made in one central location in a country.

UNITARY        CONFEDERATION    FEDERAL

19. Members of this religious group feel Jesus is the son of God.

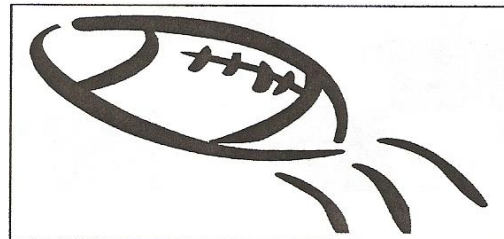
JUDAISM        CHRISTIANITY    ISLAM

20. Members of this ethnic group speak Kurdish.

ARAB            PERSIAN         KURD

21. These people have the most power in democratic government systems.

VOTERS         KINGS         DICTATORS

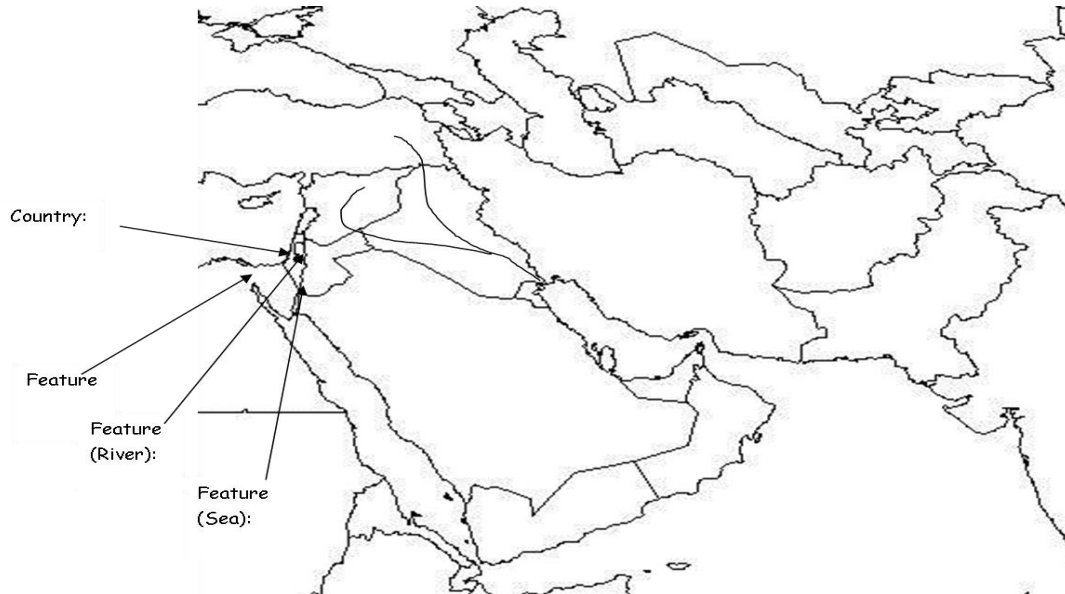


→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'ONE', so I'll write an "o" in every square that contains a "1". Got it? Have fun!→

14	17	7	[REDACTED]	10	5	13	[REDACTED]	12	11
21	7	4	[REDACTED]	10	18	14	[REDACTED]	13	10
14	4	[REDACTED]	10	5	[REDACTED]	5	11	10	7
4	[REDACTED]	15	16	8	10	9	10	[REDACTED]	[REDACTED]
2	8	16	4	17	8	13	13	[REDACTED]	3
8	4	[REDACTED]	5	11	10	7	9	[REDACTED]	#10,750
[REDACTED]	5	10	16	[REDACTED]	3	7	8	16	11
10	12	[REDACTED]	12	16	7	7	10	[REDACTED]	14
17	7	10	[REDACTED]	10	16	8	10	12	7
[REDACTED]	4	17	10	7	4	[REDACTED]	15	16	8
10	9	10	10	[REDACTED]	4	6	11	20	7
4	[REDACTED]	3	8	4	[REDACTED]	5	11	10	7
9	[REDACTED]	#10,500	[REDACTED]	5	10	16	[REDACTED]	3	7
8	16	11	10	12	[REDACTED]	16	7	9	[REDACTED]
4	17	10	7	4	[REDACTED]	19	8	2	[REDACTED]
10	7	3	14	10	10	[REDACTED]	3	8	4
[REDACTED]	5	11	10	7	9	[REDACTED]	#21,000	[REDACTED]	5
10	16	[REDACTED]	15	18	4	11	21	7	[REDACTED]
[REDACTED]	19	10	10	9	18	19	14	[REDACTED]	14
10	[REDACTED]	8	[REDACTED]	16	7	5	[REDACTED]	[REDACTED]	[REDACTED]

# UNIT 2...THE GOOD STUFF

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



**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.

## 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!

## SS7G8 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?

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

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



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

How does literacy rate affect the standard of living?

## 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?

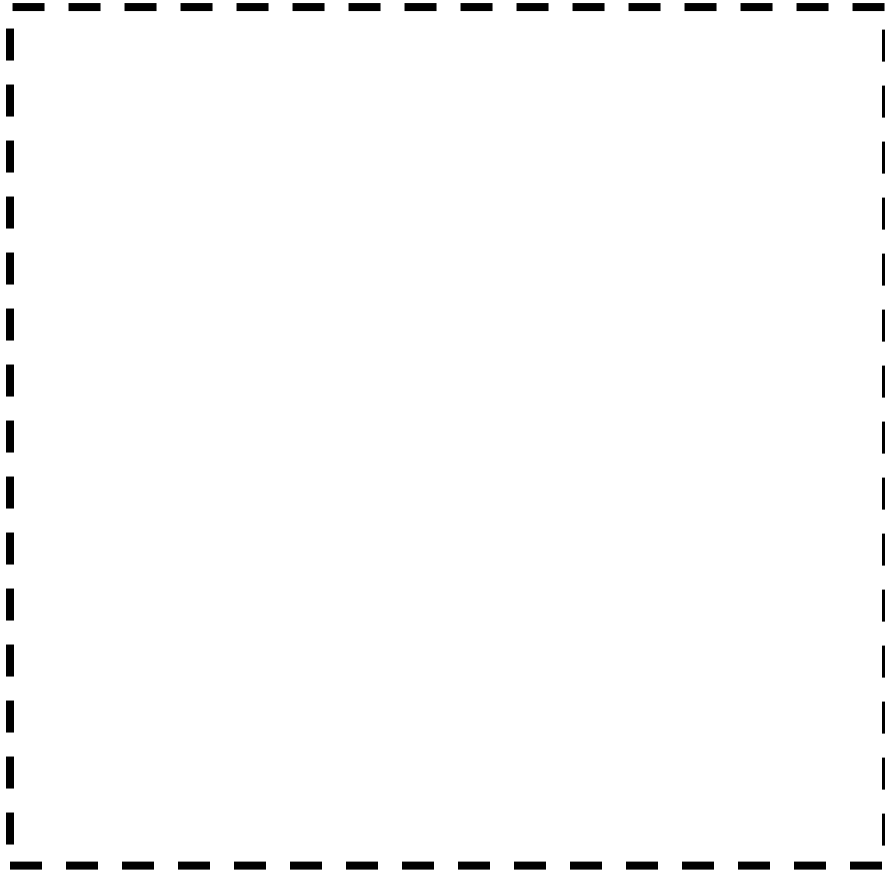
How do autocratic, oligarchic, and democratic governments determine citizen participation?

What are the components of parliamentary and presidential government?

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?

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...



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!

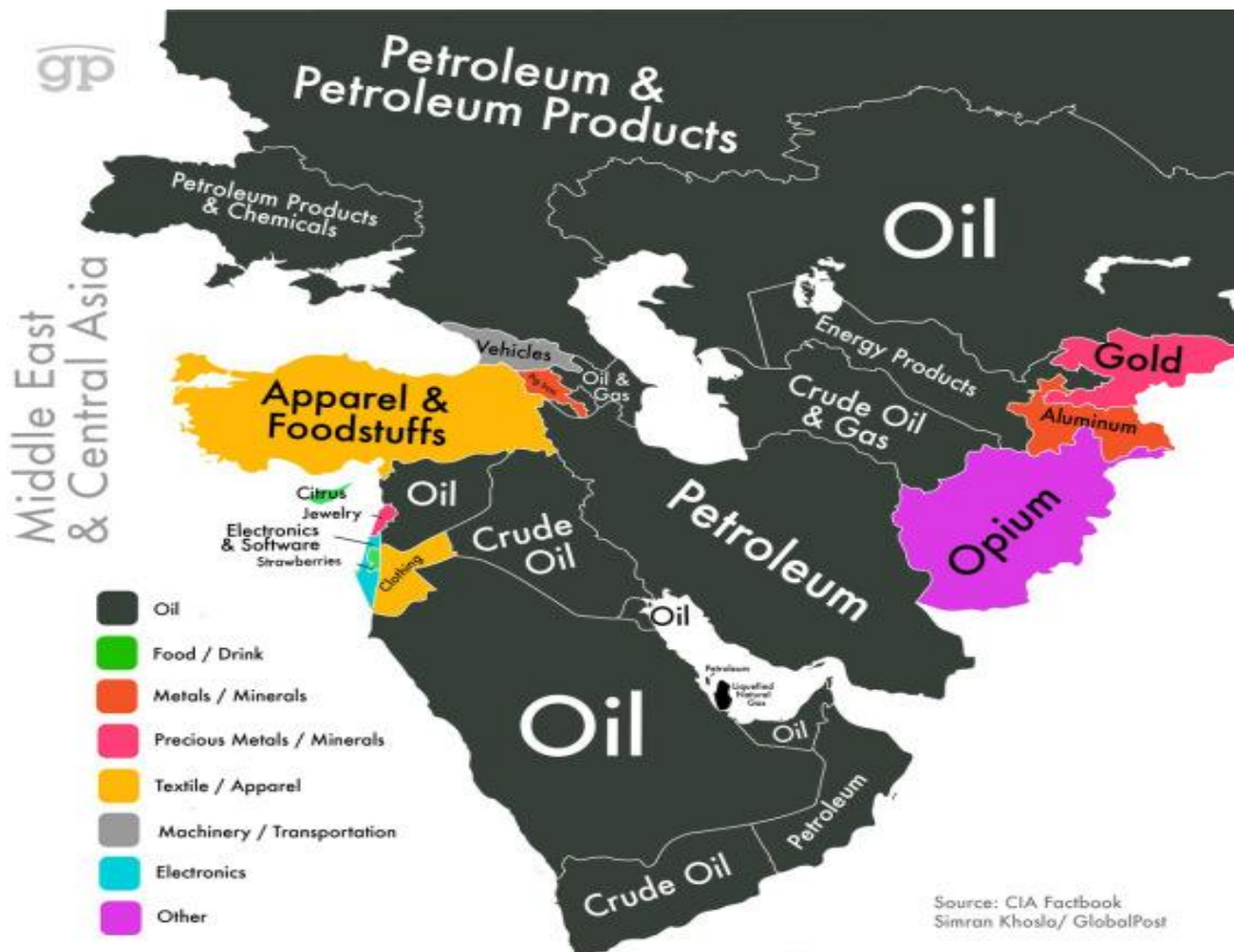
Extra Notes...Things I shouldn't forget!

# Seventh Grade 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 Standard/Element**

**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.

**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.

**SS7G6 & 7G7 Vocabulary Focus**

*Define these terms*

Bedouins \_\_\_\_\_

\_\_\_\_\_

Hydroelectric Power \_\_\_\_\_

\_\_\_\_\_

Landlocked \_\_\_\_\_

\_\_\_\_\_

OPEC \_\_\_\_\_

\_\_\_\_\_

Qanats \_\_\_\_\_

\_\_\_\_\_

Subsistence Agriculture \_\_\_\_\_

\_\_\_\_\_

Water \_\_\_\_\_

\_\_\_\_\_

Water Pollution \_\_\_\_\_

\_\_\_\_\_

Unequal water distribution \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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%



# About The Index

For much of human history, most individuals have lacked economic freedom and opportunity, condemning them to poverty and deprivation.








Today, we live in the most prosperous time in human history. Poverty, sicknesses, and ignorance are receding throughout the world, due in large part to the advance of economic freedom. In 2014, the principles of economic freedom that have fueled this monumental progress are once again measured in the *Index of Economic Freedom*, an annual guide published by The Wall Street Journal and The Heritage Foundation, Washington’s No. 1 think tank.

This year marks the 20th anniversary of the Index of Economic Freedom. With its user friendly format and straight-forward analysis, readers can track up to two decades of advancement in economic freedom, prosperity, and opportunity.

The Index covers 10 freedoms – from property rights to entrepreneurship – in 186 countries.

### What is economic freedom?

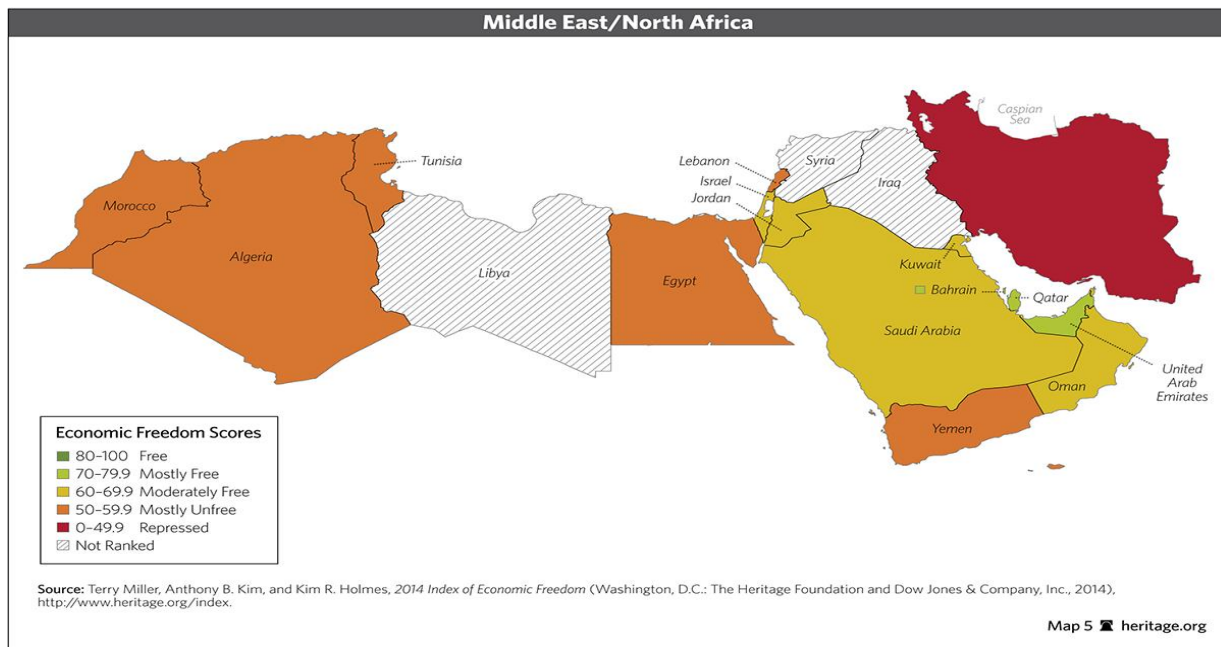
Economic freedom is the fundamental right of every human to control his or her own labor and property. In an economically free society, individuals are free to work, produce, consume, and invest in any way they please. In economically free societies, governments allow labor, capital and goods to move freely, and refrain from coercion or constraint of liberty beyond the extent necessary to protect and maintain liberty itself. There are four broad categories for determining economic freedom: Rule of Law (property rights, freedom from corruption), Limited Government (fiscal freedom and government spending), Regulatory Efficiency (business and monetary freedom), and Open Markets (trade freedom). Countries are scored from 1 to 100 in each of these categories.

<b>SIX "FREE" ECONOMIES</b>							
	Hong Kong	Singapore	Australia	Switzerland	New Zealand	Canada	
	<b>REGIONAL LEADERS</b>						
		Canada North America	Switzerland Europe	Bahrain Middle East/ North Africa	Chile Latin America	Hong Kong Asia-Pacific	Mauritius Sub-Saharan Africa

## Economic Freedom in Middle East/North African Countries

World Rank	Region Rank	Country	Overall Score	Change from 2013	Property Rights	Freedom from Corruption	Fiscal Freedom	Government Spending	Business Freedom	Labor Freedom	Monetary Freedom	Trade Freedom	Investment Freedom	Financial Freedom
13	1	Bahrain	75.1	-0.4	60	49.4	99.9	71.4	76.3	82.0	78.4	78.6	75	80
28	2	United Arab Emirates	71.4	0.3	55	66.4	99.6	83.1	74.4	82.9	84.6	82.5	35	50
30	3	Qatar	71.2	-0.1	70	72.4	99.9	72.1	71.7	70.0	81.2	79.8	45	50
39	4	Jordan	69.2	-1.2	60	45.6	94.0	66.9	62.0	72.9	81.3	79.6	70	60
44	5	Israel	68.4	1.5	75	59.3	60.1	40.3	73.2	63.0	80.6	82.9	80	70
48	6	Oman	67.4	-0.7	50	48.2	98.5	56.0	68.3	75.5	73.6	78.7	65	60
76	7	Kuwait	62.3	-0.8	50	43.7	97.7	55.6	57.7	63.6	73.2	76.7	55	50
77	8	Saudi Arabia	62.2	1.6	40	43.7	99.7	63.1	67.3	75.8	68.7	74.0	40	50
96	9	Lebanon	59.4	-0.1	20	24.5	90.9	73.7	55.6	58.7	74.5	75.8	60	60
103	10	Morocco	58.3	-1.3	40	33.3	71.3	64.1	76.2	31.5	78.1	58.8	70	60
109	11	Tunisia	57.3	0.3	40	39.2	74.3	63.8	80.7	72.6	75.9	61.8	35	30
123	12	Yemen	55.5	-0.4	30	19.4	91.7	74.9	59.2	54.9	62.1	82.4	50	30
135	13	Egypt	52.9	-1.9	20	28.6	85.6	69.6	62.7	45.7	60.5	71.4	45	40
146	14	Algeria	50.8	1.2	30	28.7	80.5	51.0	66.3	48.3	67.8	60.8	45	30
173	15	Iran	40.3	-2.9	10	23.4	80.6	85.9	62.3	41.7	47.3	41.4	0	10
N/A	N/A	Iraq	N/A	N/A	N/A	13.7	95.5	40.3	56.9	73.4	70.0	N/A	N/A	N/A
N/A	N/A	Libya	N/A	N/A	10	18.3	95.0	0.0	50.1	77.9	66.9	N/A	5	20
N/A	N/A	Syria	N/A	N/A	10	23.3	N/A	N/A	60.4	55.1	N/A	N/A	0	20

Table 5  heritage.org



### 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				

# Unit 3 Essential Questions...stuff to remember

## 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?

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

## SS7G7 Enduring Understandings/Essential Questions

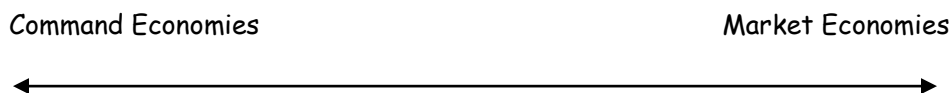
**Students will understand that location affects a society's economy, culture, and development.**

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?

## 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?
2. How are tariffs, quotas, and embargos barriers to trade in Southwest Asia?
3. What is the primary function of OPEC (Organization of Petroleum Exporting Countries)?
4. Why does international trade require a system of exchanging currencies between nations?
5. What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?
6. What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?
7. What is the role of entrepreneurship 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?
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?

# How did the humble Weenie Dog get caught up in a national temper tantrum?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: The GDP is measured by \_\_\_\_.

MONTH          DAY          YEAR

2. OPEC determines the price and distribution of...

WATER          PETROLEUM          GOLD

3. Saudi \_\_\_\_ has the most oil reserves

ARABIA          EMIRATES          UNITED

4. The \_\_\_\_ Arab Emirates borders the Strait of Hormuz and Persian Gulf

CONFEDERATED          UNITED          NATIONAL

5. This country's GDP and literacy rate are low due to war.

TURKEY          IRAQ          U.A.E.

6. Resources like oil are...

RENEWABLE          NONRENEWABLE          CHEAP

7. Oil consumption is measured in \_\_\_\_ per day.

GALLONS          TONS          BARRELS

8. The \_\_\_\_ rate is the percentage of people in the country who can read and write.

ECONOMY          LITERACY          RELIGIOUS

9. Nearly 30% of this country is farmable.

TURKEY          IRAQ          SYRIA

10. The percentage of \_\_\_\_ land indicates the presence of water and the urbanization rate.

DESERT          LAKE          FARMABLE

11. The dictator of this country has been using chemical weapons on his own people.

USA          SYRIA          IRAN

12. The rate of oil \_\_\_\_ shows how much a country uses per day.

RESERVES          CONSUMPTION          EXPORTS

13. This is any product sent out of the country for sale.

EXPORT          IMPORT          TRADE

14. Another word for petroleum is...

WATER          FIRE          OIL

15. The \_\_\_\_ of oil impacts Middle Eastern countries by making them rich.

DISTRIBUTION          WITHDRAWAL          LACK

16. The amount of oil \_\_\_\_ indicates how much is still underground.

CONSUMPTION          EXPORTS          RESERVES

17. The Strait of \_\_\_\_ connects the Persian Gulf with the Arabian Sea.

HORMUZ          DAVIS          PERSIA

18. The \_\_\_\_ Domestic Product indicates the value of the goods and services in a country in a year.

EXPORT          IMPORT          GROSS

19. The oil production rate indicates the amount of oil \_\_\_\_ by a country.

MADE          KEPT          USED

20. This is the most important natural resource to humans.

CHOCOLATE          PASTA          WATER

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'YEAR', so I'll write a "Y" in every square that contains a "1". Got it? Have fun!→

15	4	16	5	6	18	[redacted]	WWI,	[redacted]	11
14	19	13	[redacted]	5	6	[redacted]	9	17	13
[redacted]	4	11	3	[redacted]	2	16	14	9	13
11	9	13	15	[redacted]	9	17	13	[redacted]	18
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18	[redacted]	15	3	12	17	11	17	4	6
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9	[redacted]	10	16	3	6	12	13	[redacted]	11
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13	11	99	[redacted]	3	9	[redacted]	16	13	11 9
3	4	16	3	6	9	11	[redacted]	[redacted]	[redacted]



# Unit 3 Test Time! Are you ready?

For this test over Unit 3, 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!

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



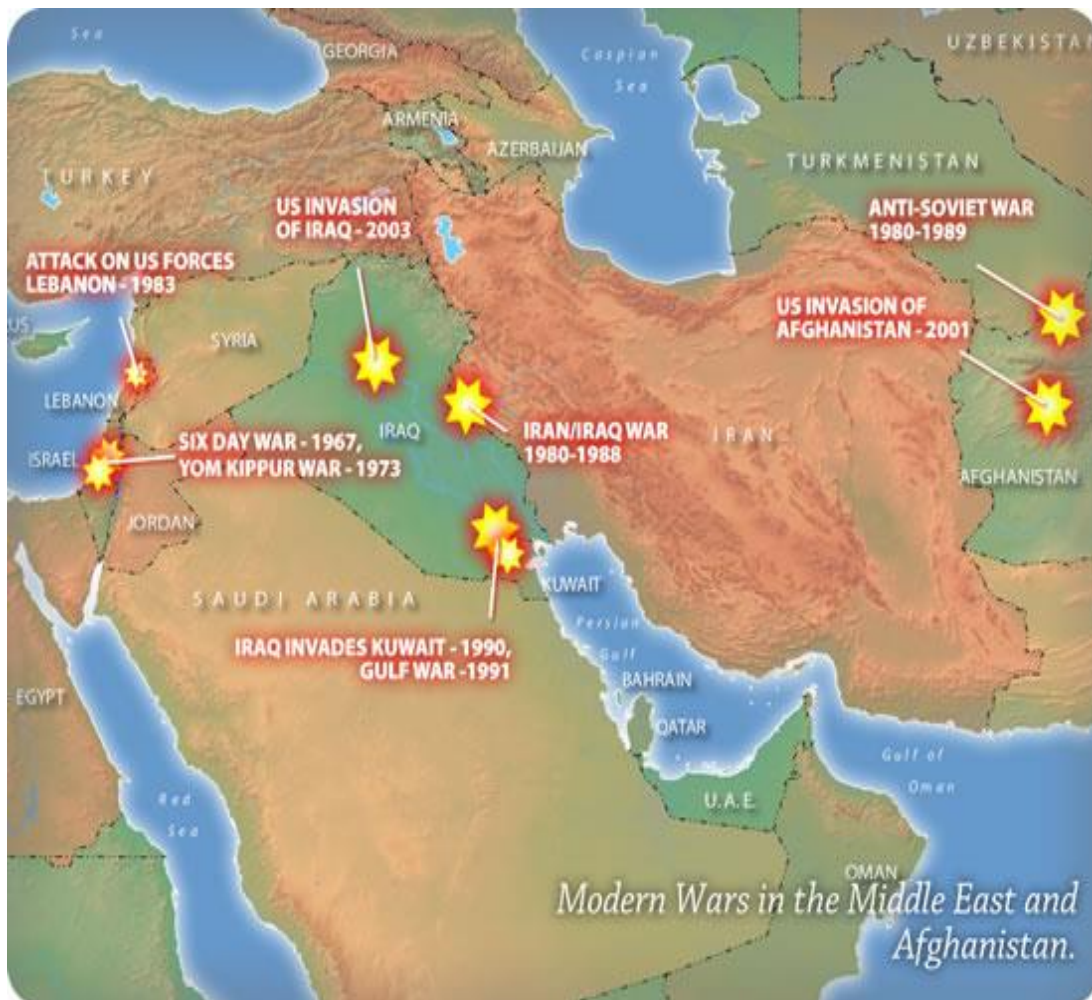
Extra Notes...Things I shouldn't forget!

# Seventh Grade Social Studies Unit 4

## The Origins of the Modern Middle East

### Elaborated Unit Focus

Land, religion, and history clash to create the Modern Middle East, an area marked by centuries of conflict. As we learned in Unit 2, this area is significant to Christians, Muslims, and Jews. And, as we learned in Unit 3, this area is also important because of its oil resources. Who controls the land? Who makes the oil decisions? What role does religion play in government? And the biggest question of all: Will there be peace in the Middle East? In this unit, students will analyze the roles of continuity and change in the shaping of the Modern Middle East from a religio-historic perspective to understand the impact of government and conflict in the 21<sup>st</sup> century.



## SS7H2 Standard/Elements

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

- Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
- 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.
- Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).
- Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

## SS7H2 Vocabulary Focus

Anti-Semitism \_\_\_\_\_  
\_\_\_\_\_

Holocaust \_\_\_\_\_  
\_\_\_\_\_

Operation Desert Storm \_\_\_\_\_  
\_\_\_\_\_

Operation Iraqi Freedom \_\_\_\_\_  
\_\_\_\_\_

Ottoman Empire \_\_\_\_\_  
\_\_\_\_\_

Partitioning \_\_\_\_\_  
\_\_\_\_\_

Persian Gulf War \_\_\_\_\_  
\_\_\_\_\_

Zionism \_\_\_\_\_  
\_\_\_\_\_

# 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?

## 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?

## Iran, Iraq, and the US

Why did Iran and Iraq start fighting in the 80s?

Who did the US support?

What did Saddam Hussein do that made us mad?

Why did we go back to war with them in 2003?

## Definitions:

Ethnic group

Religious group

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?

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

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

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

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



<http://www.cagle.com/news/NavySeal/1.asp>

## What kind of weird pets have United States presidents had?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: There were 12 \_\_\_\_ separating the Persian Gulf War and Operation Iraqi Freedom.  
WEEKS      MONTHS      YEARS
2. Osama bin Laden was suspected to be hiding in this country for a while.  
IRAQ      AFGHANISTAN      USA
3. This is the terrorist-friendly government of Afghanistan.  
TALIBAN      MUSLIMS      CONGRESS
4. Israel took the land of a country called...  
EGYPT      PALESTINE      TURKEY
5. Operation Iraqi Freedom and the War on Terror are often compared to...  
VIETNAM      KOREA      WW2
6. This religion has its origin in Bethlehem, Israel.  
ISLAM      JUDAISM      CHRISTIANITY
7. The Ottoman \_\_\_\_ broke up after WW1.  
SULTANATE      EMPIRE      ORGANIZATION
8. The feeling that the world's Jews deserve a homeland in Israel is...  
ZIONISM      PALESTINIANISM      HAMAS
9. When the \_\_\_\_ rate goes up, so does the standard of living.  
BIRTH      LITERACY      DEATH
10. Many Jews were killed in \_\_\_\_ in WW2.  
ISRAEL      ENGLAND      GERMANY
11. The \_\_\_\_ Empire took up land in modern-day Turkey.  
ENGLISH      ARABIC      OTTOMAN
12. You can't change your ethnic group, but you can change your \_\_\_\_ group.  
ETHNIC      FRIEND      RELIGIOUS
13. People who are \_\_\_\_ read the Koran.  
JEWISH      MUSLIM      CHRISTIAN
14. Saddam Hussein was suspected of making nuclear \_\_\_\_ in Iraq.  
PLANTS      FACTORIES      BOMBS
15. People who are \_\_\_\_ go to synagogues.  
JEWISH      MUSLIM      CHRISTIAN
16. Jews feel their homeland is...  
ISRAEL      PALESTINE      TURKEY
17. Anti-\_\_\_\_ means prejudice toward Jews.  
JEWISHNESS      SEMITISM      HATE
18. Terrorists attacked the \_\_\_\_ Trade Center on Sept. 11, 2001.  
WORLD      NATIONAL      NEW YORK
19. Operation \_\_\_\_ Storm was the nickname for the first engagement in Iraq.  
RAINFOREST      COASTAL      DESERT
20. This is another name for the mass killing of Jews in World War II.  
APARTHEID      HOLOCAUST      TERRORISM
21. Operation Iraqi \_\_\_\_ was the nickname for the second engagement in Iraq.  
ENSLAVEMENT      HEGEMONY      FREEDOM
22. The group who committed the genocide against Jews was called \_\_\_\_.  
NAZIS      GERMANS      SWISS
23. Which country has the strongest military presence in the Middle East?  
USA      ENGLAND      JAPAN

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'YEARS', so I'll write a "Y" in every square that contains a "1". Got it? Have fun!→

3	16	12	7		7	22	3	12	7
4	12	7	22	7	23	12		20	2
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3		4	11	17	17	23	13	17	



*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!

# 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!

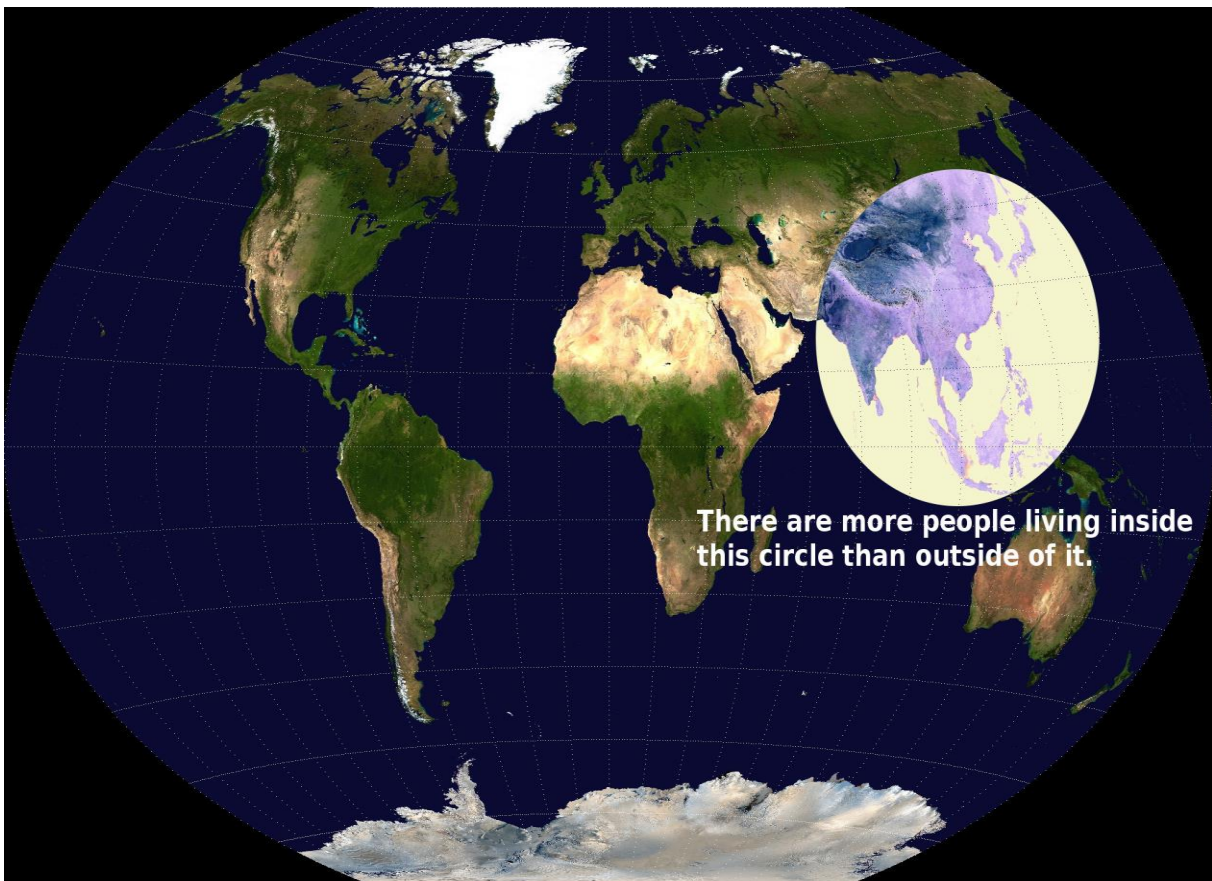
Extra Notes...Things I shouldn't forget!

# Seventh Grade Social Studies Unit 5

## Southern and Eastern Asia 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.



SS7G9 Vocabulary Focus

*Define these terms*

Bay of Bengal \_\_\_\_\_

\_\_\_\_\_

China \_\_\_\_\_

\_\_\_\_\_

Ganges River \_\_\_\_\_

\_\_\_\_\_

Gobi Desert \_\_\_\_\_

\_\_\_\_\_

Himalayan Mountains \_\_\_\_\_

\_\_\_\_\_

Huang He (Yellow River) \_\_\_\_\_

\_\_\_\_\_

India \_\_\_\_\_

\_\_\_\_\_

Indian Ocean \_\_\_\_\_

\_\_\_\_\_

Indonesia \_\_\_\_\_

\_\_\_\_\_

Indus River \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Japan\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Korean Peninsula\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mekong River\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

North Korea\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sea of Japan\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

South China Sea\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

South Korea\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Taklimakan Desert\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vietnam\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yangtze (Chang Jiang) River\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yellow Sea\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SS7G9**

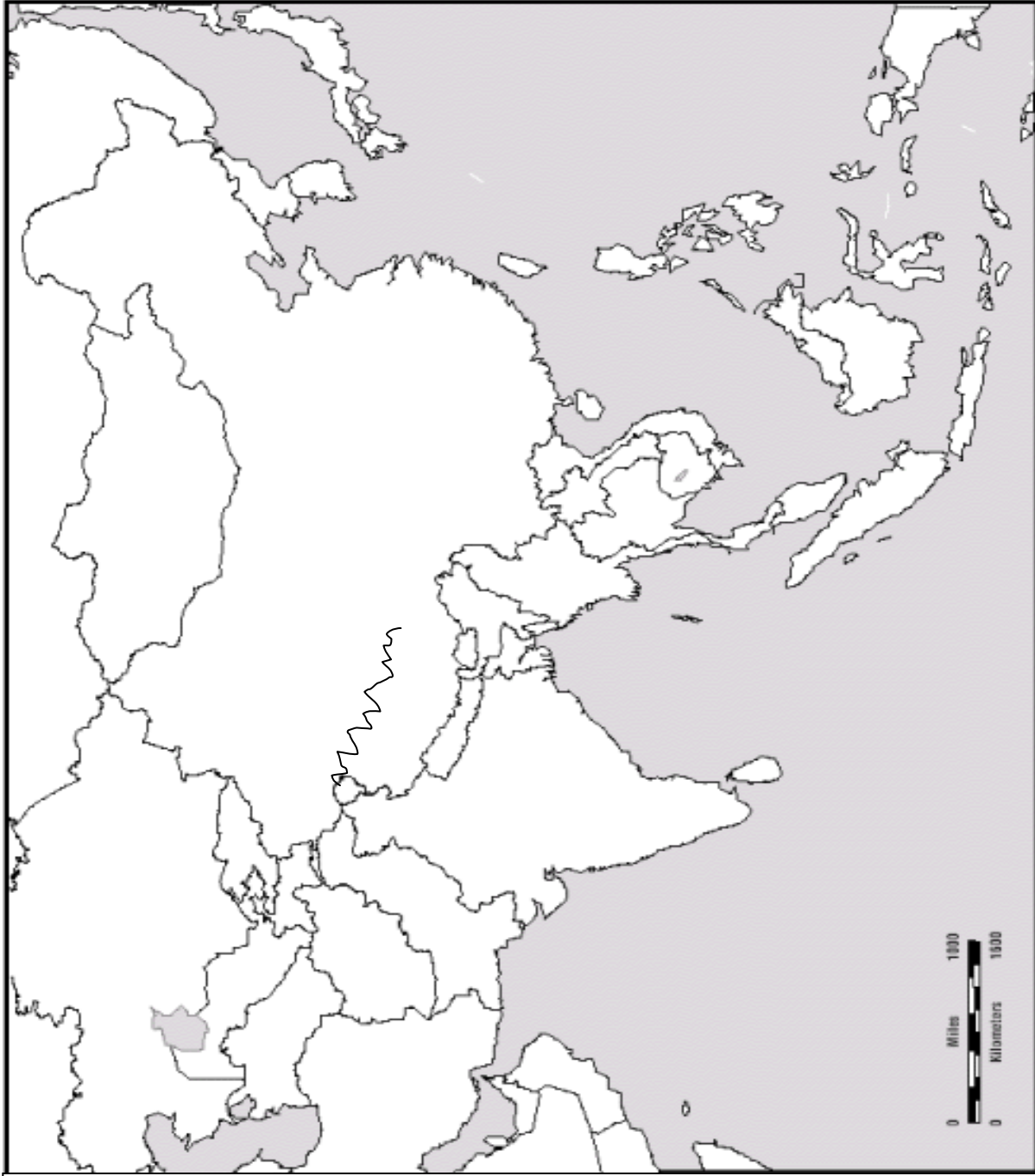
**Standards/Elements**

*Locate these places on the political map.*

**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.





Forget about dropping a boring old peach. What do other towns across the U.S.A. drop to ring in the new year?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: Japan has this kind of government, where the central government has all the power.  
UNITARY      CONFEDERATION      FEDERAL

2. The Ganges River flows through India and ...  
BANGLADESH      TURKEY      AFGHANISTAN

3. The Yangtze River flows \_\_\_\_ through China.  
NORTH      SOUTH      EAST

4. Indonesia is the \_\_\_\_ Muslim nation in the world.  
LARGEST      SMALLEST      ANGRICEST

5. \_\_\_\_ Korea is a close ally of the USA in Asia.  
NORTH      SOUTH      EAST

6. Indonesia is an \_\_\_\_ in southern Asia.  
PENINSULA      OCEAN      ARCHIPELAGO

7. This desert is 600 miles long.  
GOBI      TAKLIMAKAN      SAHARA

8. This desert is mostly sand and rocks and found in northern China.  
GOBI      TAKLIMAKAN      SAHARA

9. The South China Sea borders...  
INDIA      JAPAN      PHILIPPINES

10. This is the largest country in Eastern Asia.  
CHINA      VIETNAM      INDONESIA

11. The Indus \_\_\_\_ flows through Pakistan.  
MOUNTAINS      RIVER      OCEAN

12. This is another name for the Yellow River.  
HUANG HE      YANGTZE      GANGES

13. The Indian \_\_\_\_ is the third largest in the world.  
RIVER      MOUNTAINS      OCEAN

14. The Himalaya Mountains are nicknamed the "Roof of the \_\_\_\_."  
CONTINENT      PLANET      WORLD

15. The Gobi and Taklimakan are both...  
RIVERS      DESERTS      OCEANS

16. The \_\_\_\_ Peninsula is divided into two countries.  
KOREAN      MEKONG      IBERIAN

17. \_\_\_\_ Korea is not an ally of the USA.  
NORTH      SOUTH      EAST

18. The \_\_\_\_ River flows south from China.  
GANGES      MEKONG      INDUS

19. This country is bordered by the Himalaya Mountains to the north.  
CHINA      VIETNAM      INDIA

20. Frequent \_\_\_\_ cause the Huang He River to be nicknamed "China's Sorrow."  
HURRICANES      FLOODS      EARTHQUAKES

21. This is a communist nation south of China.  
JAPAN      INDONESIA      VIETNAM



→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'UNITARY', so I'll write a "U" in every square that contains a "1". Got it? Have fun!→

88769

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20	4	3	6		6	17	15		8
6	19	17	3	5	21	19	4	4	3
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10		15	11	13	9		6		9
13	5	5	' U	18 *					

\* one is stuffed. The other is safe inside a plexiglas box (but PETA still hates it).

## SS7G9 Country Data Chart

Country Name	Capital City	Population	Area	GDP per capita	Language	Literacy Rate	Economic Freedom Ranking

**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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Monsoon \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Typhoons \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Subcontinent \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*How do the rivers impact the people in these areas? Label the rivers you recognize!*



**SS7G12 Standards/Elements**

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

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

**SS7G12 Vocabulary Focus**

*Define these terms*

Brahman \_\_\_\_\_

\_\_\_\_\_

Buddha \_\_\_\_\_

\_\_\_\_\_

Buddhism \_\_\_\_\_

\_\_\_\_\_

Caste System \_\_\_\_\_

\_\_\_\_\_

Confucianism \_\_\_\_\_

\_\_\_\_\_

The Eightfold Path \_\_\_\_\_

\_\_\_\_\_

Four Main Castes \_\_\_\_\_

\_\_\_\_\_

Four Noble Truths \_\_\_\_\_

\_\_\_\_\_

Golden Rule of Behavior \_\_\_\_\_

\_\_\_\_\_

Hinduism \_\_\_\_\_

\_\_\_\_\_

Kami \_\_\_\_\_

\_\_\_\_\_

Karma \_\_\_\_\_

\_\_\_\_\_

The Middle Way \_\_\_\_\_

\_\_\_\_\_

Nirvana \_\_\_\_\_

\_\_\_\_\_

Polytheism/polytheistic \_\_\_\_\_

\_\_\_\_\_

Reincarnation \_\_\_\_\_

\_\_\_\_\_

Shintoism \_\_\_\_\_

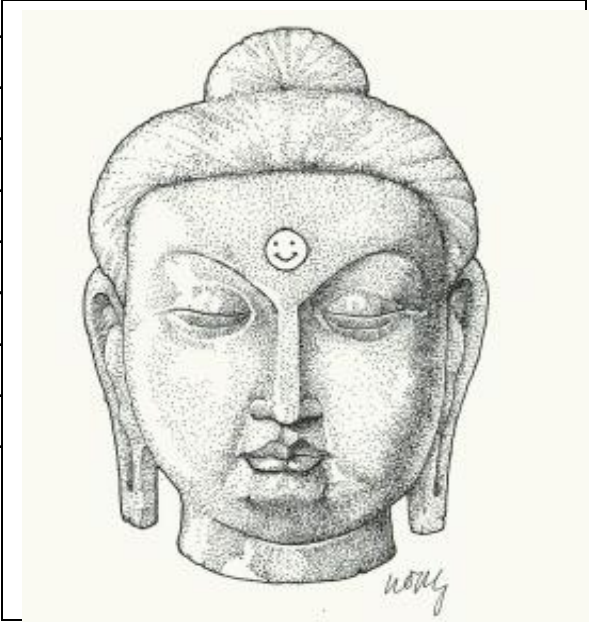
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\_\_\_\_\_

Vedas \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



“Thrd 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 \_\_\_\_\_

\_\_\_\_\_

Chinese Communist Party \_\_\_\_\_

\_\_\_\_\_

Diet of Japan \_\_\_\_\_

\_\_\_\_\_

District Councils \_\_\_\_\_

\_\_\_\_\_

Emperor \_\_\_\_\_

\_\_\_\_\_

Indian National Congress \_\_\_\_\_

\_\_\_\_\_

National People's Congress \_\_\_\_\_

\_\_\_\_\_

Panchayat \_\_\_\_\_

\_\_\_\_\_

Political Bureau of the Communist Party \_\_\_\_\_

\_\_\_\_\_



Premier \_\_\_\_\_

\_\_\_\_\_

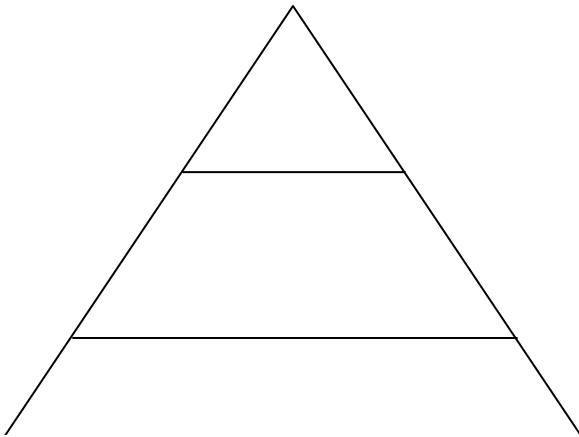
Prime Minister \_\_\_\_\_

\_\_\_\_\_

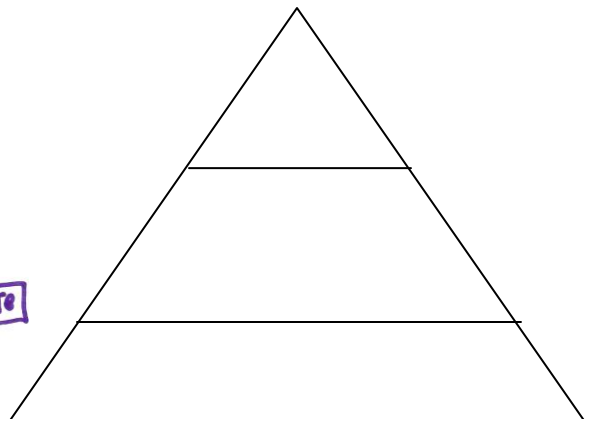
Secular \_\_\_\_\_

\_\_\_\_\_

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 -

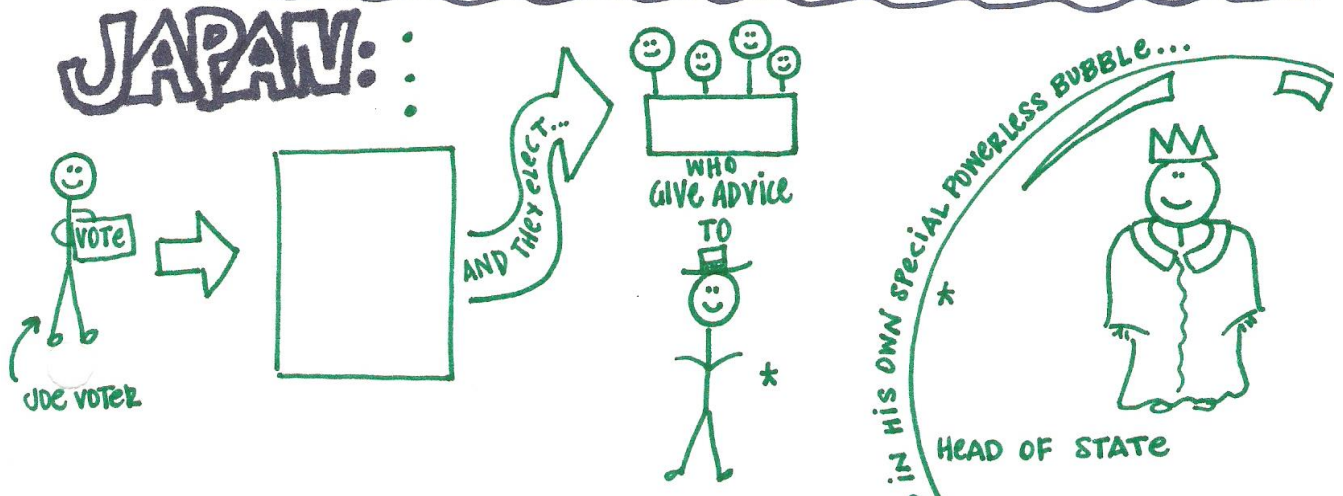
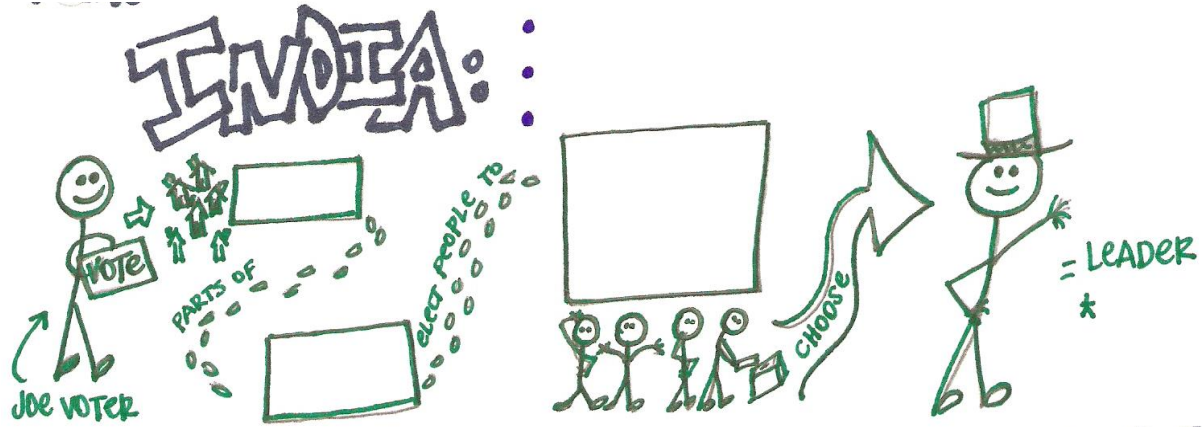
Where is Joe Voter happiest?



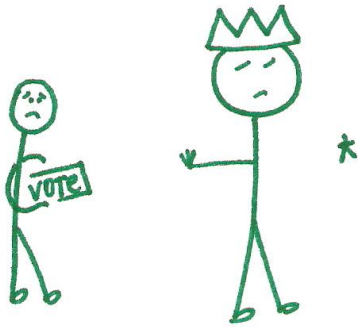
Where is Joe Voter not so happy?



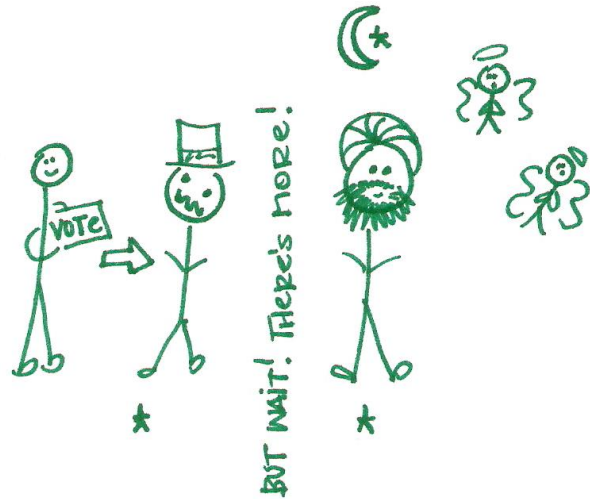
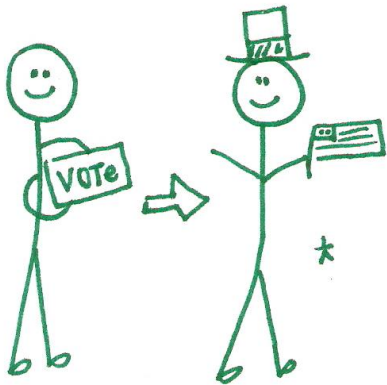
# SSCG7 NOTES



# REMEMBER THESE?



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



BUT WAIT! THERE'S MORE!



# Unit 5 Essential Questions...stuff to remember!

## 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?

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?

## 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?

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

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

## 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 do the unitary, confederation, and federal government systems distribute power?

What is the role of the citizen in autocratic, oligarchic, and democratic governments?

What are the components of parliamentary and presidential governments?

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?

You're on a roll! What's another reason to be proud to be American?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: Who has the real power in Japan?  
EMPEROR      VOTERS      PRESIDENT

2. The \_\_\_\_ Rule says to treat others as you'd like to be treated.  
IMPORTANT      COPPER      SILVER

3. Who makes all the decisions in a communist system?  
GOVERNMENT      VOTERS      PEOPLE

4. \_\_\_\_\_ religions believe in more than one god.  
MONOTHEISTIC      POLYTHEISTIC      ALL

5. What's the title of the head of state in Japan?  
KING      PRESIDENT      EMPEROR

6. In this system, religious leaders have political power.  
PRESIDENTIAL      THEOCRACY      COMMUNIST

7. In this type of government one ruler is in charge.  
DEMOCRACY      OLIGARCHY      AUTOCRACY

8. The Japanese emperor has \_\_\_\_ power.  
NO      SOME      ALL

9. In this system, the people make the decisions.  
DEMOCRACY      OLIGARCHY      AUTOCRACY

10. India is a \_\_\_\_\_, where people vote for representatives to make decisions for them.  
KINGDOM      EMPIRE      REPUBLIC

11. This is the largest democracy in the world.  
USA      INDIA      CHINA

12. In a hereditary \_\_\_\_\_, the king has total power.  
OLIGARCHY      MONARCHY      DEMOCRACY

13. The Prime Minister is chosen by the majority party in the \_\_\_\_\_.  
LEGISLATURE      PALACE      COUNTRY

14. In Saudi Arabia, the king can do \_\_\_\_ he wants.  
NOTHING      WHATEVER      SOME THINGS

15. What's the government of China?  
COMMUNISM      DEMOCRACY      THEOCRACY

16. In a \_\_\_\_ system, the power is with the central government.  
FEDERAL      CONFEDERATION      UNITARY

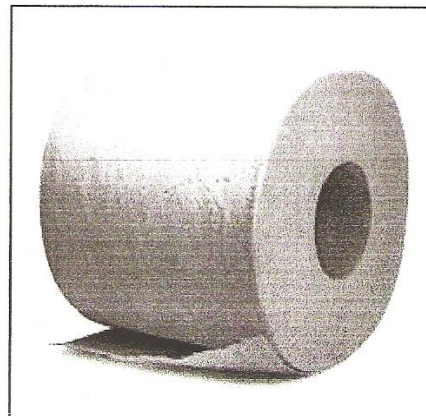
17. Who is the emperor of Japan?  
GANDHI      MAO      HIROHITO

18. Chinese elections occur every 5 \_\_\_\_.  
MONTHS      YEARS      CENTURIES

19. In this system, power is shared between the central and local governments.  
FEDERAL      CONFEDERATION      UNITARY

20. In this system, a small group makes decisions for the entire country, like in China.  
DEMOCRACY      OLIGARCHY      AUTOCRACY

21. His name means "Enlightened One."  
BUDDHA      CONFUCIUS      GANDHI

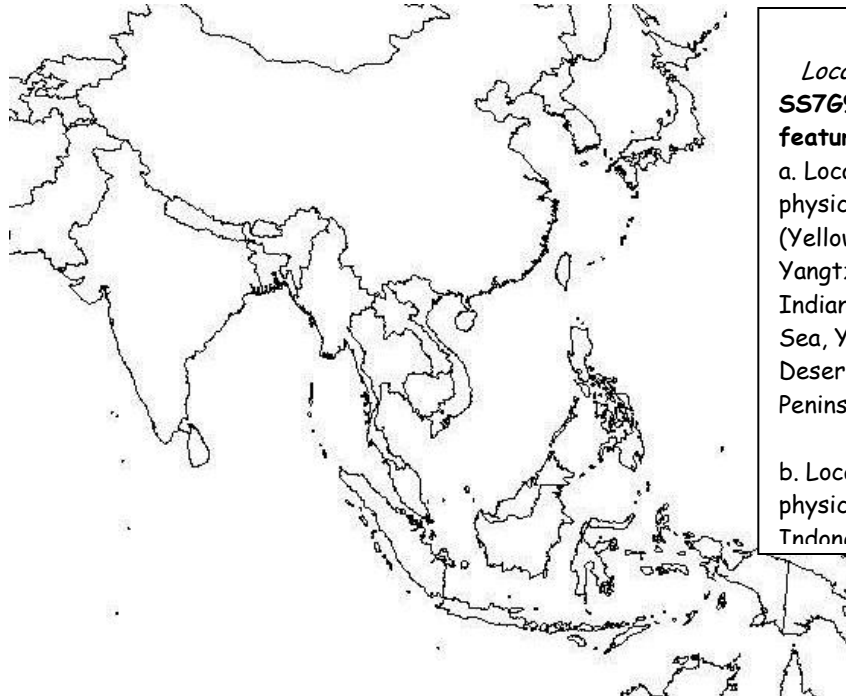


→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'VOTERS', so I'll write a "V" in every square that contains a "1". Got it? Have fun!→

6	20	11	13	5	6		6	11	2
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# UNIT 5...THE GOOD STUFF

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



### **SS7G9 Standards/Elements**

*Locate these places on the political map.*

**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.

## 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!

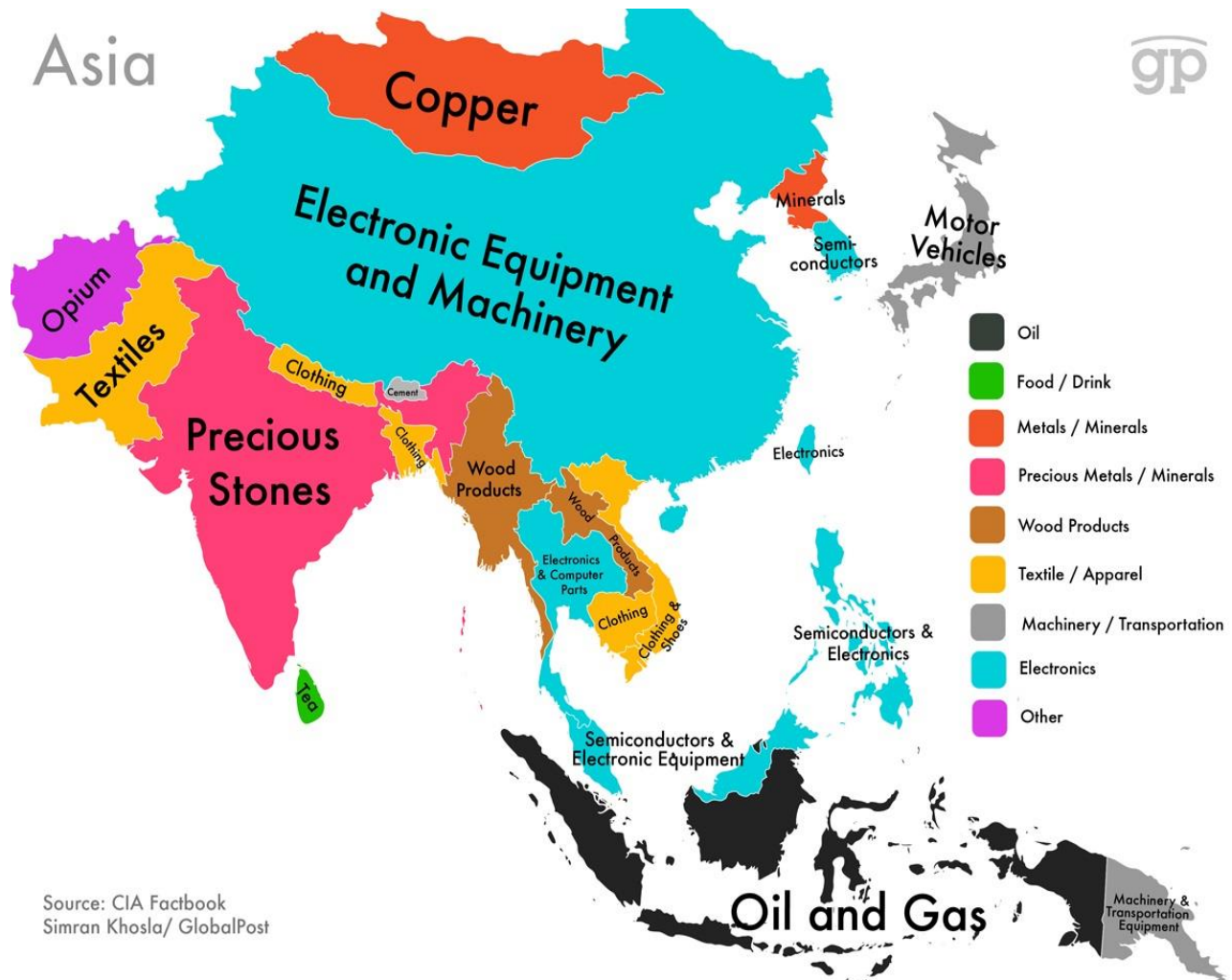
Extra Notes...Things I shouldn't forget!

# Seventh Grade Social Studies Unit 6

## Impact of Environment and Economy on Southern and Eastern Asia

### Elaborated Unit Focus

Like the Middle East, Southern and Eastern Asia has been a strong influence on the world's economy since the Silk Roads connected Asia to the Middle East. 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 \_\_\_\_\_  
\_\_\_\_\_

Automobile Emissions \_\_\_\_\_  
\_\_\_\_\_

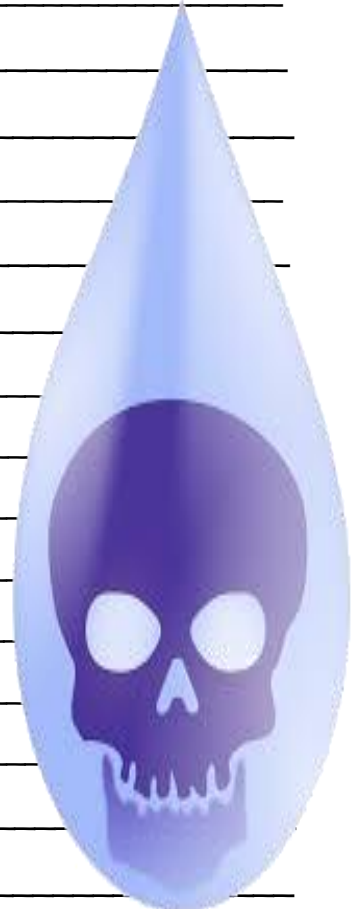
Brown Clouds \_\_\_\_\_  
\_\_\_\_\_

Cholera \_\_\_\_\_  
\_\_\_\_\_

Dysentery \_\_\_\_\_  
\_\_\_\_\_

Respiratory Disease \_\_\_\_\_  
\_\_\_\_\_

7th Grade Social Studies Workbook



# The Dragon Daily News

Asia Edition

Vol. 3, No. 1

## Asia Struggling with Dire Environmental Issues

*Seventh Graders Ask: Is the government to blame?*

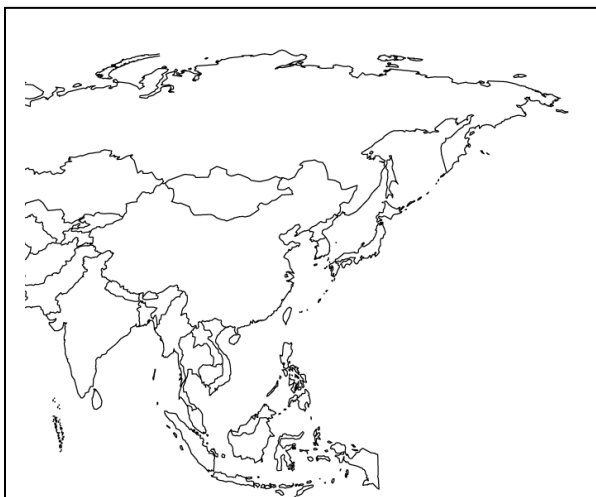
LINDALE, GA: Seventh graders in Ms. Davis's class reacted with shock and horror today when they learned about the long-range impact of the environmental disasters brewing currently in Asia. The students were especially distraught to learn that the Ganges Dolphin invited to be a guest speaker was unable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

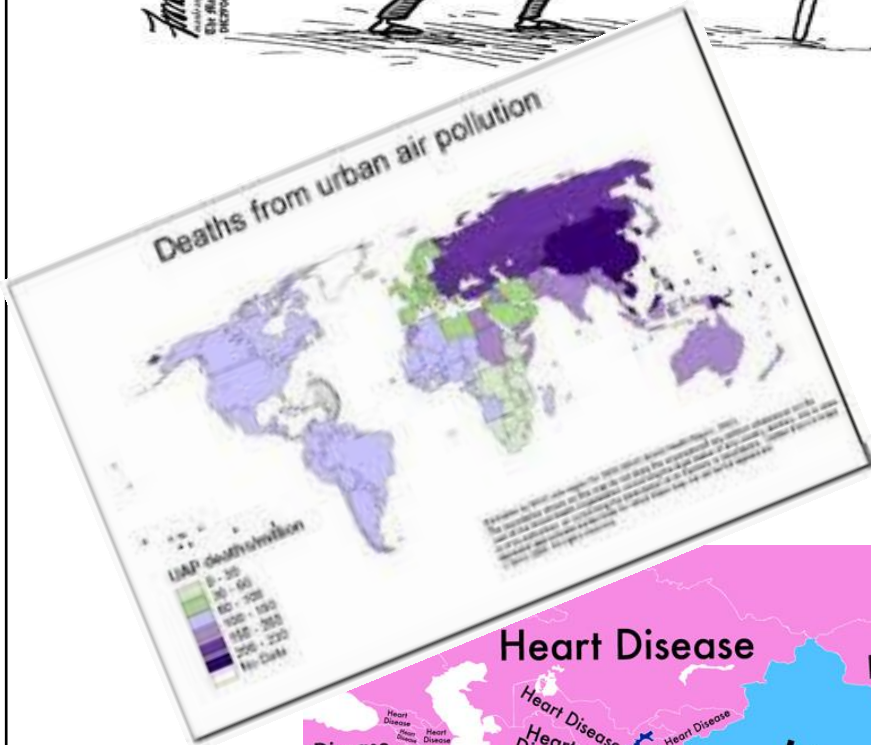
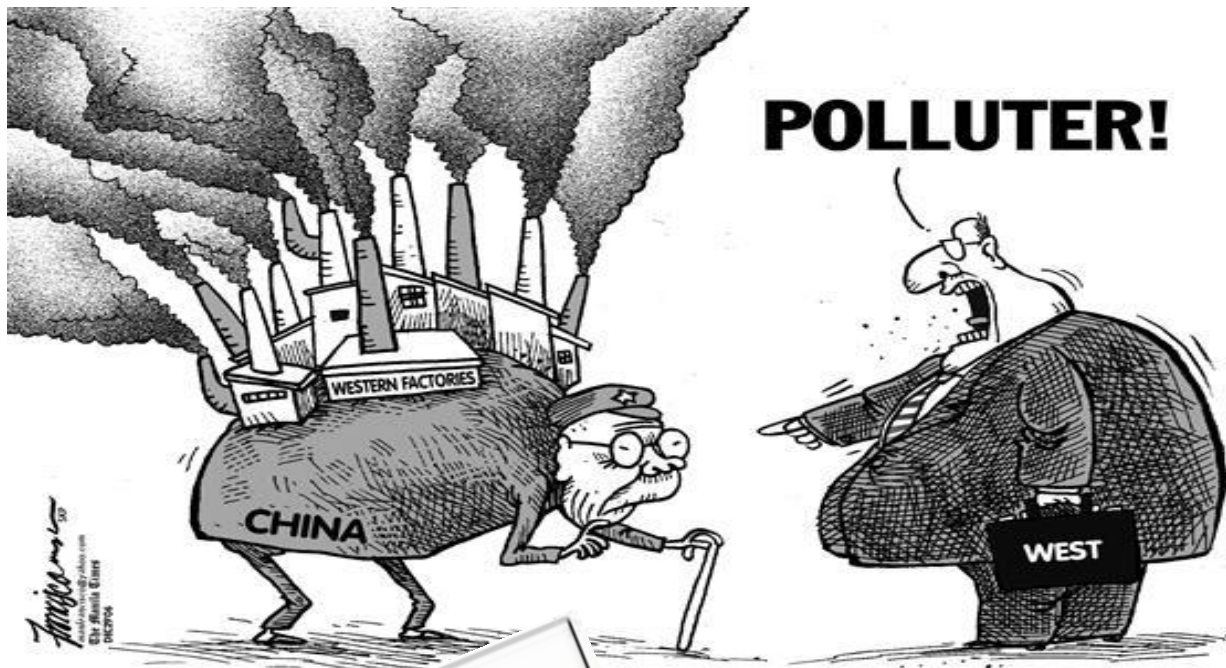
What is cholera?

What is dysentery?

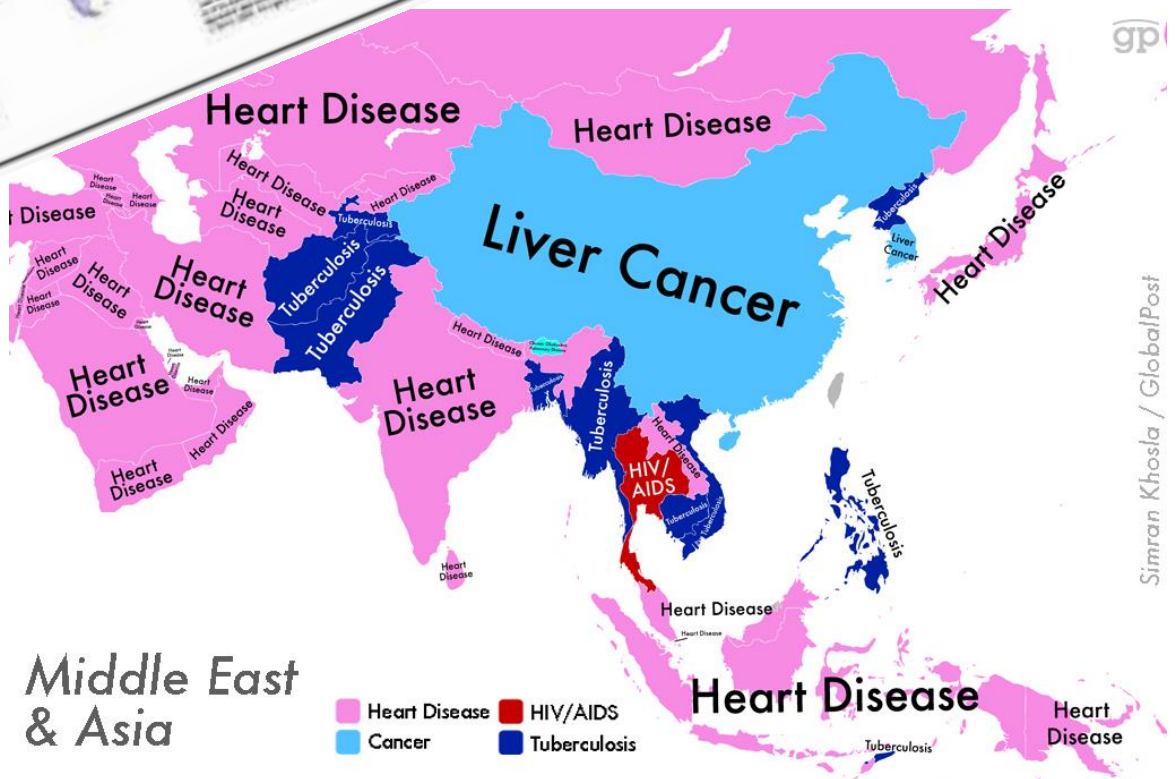
Where does it come from?

What are the symptoms?

How is it treated?



Air Pollution due to economic development...  
Is it worth the cost?



Middle East & Asia

- Heart Disease
- Tuberculosis
- HIV/AIDS
- Cancer

**SS7E8-10 Standards/Elements**

**SS7E8 The student will analyze different economic systems.**

- a. 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.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. 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.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. 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.**

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

**SS7E8-10 Vocabulary Focus**

*Define these terms*

Arable Land \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Capitalism \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Collective Farms \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cooperatives \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cultural Revolution \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Four Modernizations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Great Leap Forward\_\_\_\_\_

\_\_\_\_\_

Green Revolution\_\_\_\_\_

\_\_\_\_\_

Laissez-Faire\_\_\_\_\_

\_\_\_\_\_

Mao Zedong\_\_\_\_\_

\_\_\_\_\_

Mineral Resources\_\_\_\_\_

\_\_\_\_\_

Premier Kim Il-Sung\_\_\_\_\_

\_\_\_\_\_

Premier Kim Jong-Il\_\_\_\_\_

\_\_\_\_\_

Premier Kim Jong-Un\_\_\_\_\_

\_\_\_\_\_

Special Economic Zones\_\_\_\_\_

\_\_\_\_\_

Terraces\_\_\_\_\_

\_\_\_\_\_



## Economic Freedom in Asia-Pacific Countries

World Rank	Region Rank	Country	Overall Score	Change from 2013	Property Rights	Freedom from Corruption	Fiscal Freedom	Government Spending	Business Freedom	Labor Freedom	Monetary Freedom	Trade Freedom	Investment Freedom	Financial Freedom
1	1	Hong Kong	90.1	0.8	90	82.3	93.0	89.7	98.9	95.5	82.0	90.0	90	90
2	2	Singapore	89.4	1.4	90	91.9	91.2	91.2	96.8	96.5	81.5	90.0	85	80
3	3	Australia	82.0	-0.6	90	87.7	64.2	62.6	94.6	79.2	80.5	86.4	85	90
5	4	New Zealand	81.2	-0.2	95	94.0	71.2	32.3	96.1	90.2	86.3	86.8	80	80
17	5	Taiwan	73.9	1.2	70	59.7	80.3	84.7	93.9	53.1	81.7	85.8	70	60
25	6	Japan	72.4	0.6	80	77.8	69.2	47.1	80.0	79.8	87.5	82.4	70	50
29	7	Macau	71.3	-0.4	60	49.7	71.4	91.7	60.0	55.0	79.8	90.0	85	70
31	8	South Korea	71.2	0.9	70	54.0	72.6	72.6	92.8	47.8	79.6	72.6	70	80
37	9	Malaysia	69.6	3.5	55	44.3	84.6	75.6	85.6	78.5	81.0	76.4	55	60
40	10	Brunei	69.0	N/A	40	53.3	90.2	66.1	68.2	96.5	74.2	81.8	70	50
67	11	Kazakhstan	63.7	0.7	30	25.7	92.9	85.0	74.4	86.7	74.4	78.2	40	50
72	12	Thailand	63.3	-0.8	45	33.6	79.7	83.6	71.4	61.6	68.6	75.0	45	70
81	13	Azerbaijan	61.3	1.6	20	22.7	88.1	64.8	73.5	77.9	78.8	77.2	60	50
84	14	Samoa	61.1	4.0	60	38.0	79.9	42.2	73.7	80.3	76.1	75.8	55	30
85	15	Kyrgyz Republic	61.1	1.5	20	19.2	94.6	60.2	74.2	83.8	73.7	75.2	60	50
89	16	The Philippines	60.1	1.9	30	26.1	79.2	92.3	59.9	49.7	78.0	75.5	60	50
90	17	Sri Lanka	60.0	-0.7	40	33.4	84.9	86.3	74.4	59.2	68.0	73.6	40	40
93	18	Vanuatu	59.5	2.9	40	33.5	97.3	81.7	54.8	56.8	82.7	48.0	60	40
97	19	Mongolia	58.9	-2.8	30	28.2	81.8	39.1	71.8	81.1	72.4	74.7	50	60
99	20	Fiji	58.7	1.5	25	20.0	82.3	76.2	64.9	73.1	75.2	70.2	50	50
100	21	Indonesia	58.5	1.6	30	28.0	83.4	89.8	54.8	47.8	76.4	74.8	40	60
104	22	Tonga	58.2	2.2	20	28.6	86.7	74.8	74.6	91.2	71.3	79.5	35	20
108	23	Cambodia	57.4	-1.1	30	18.7	90.8	88.4	36.6	50.2	77.9	71.0	60	50
116	24	Bhutan	56.7	1.7	60	58.8	82.9	57.2	59.4	83.6	65.8	49.4	20	30
120	25	India	55.7	0.5	50	31.5	79.4	77.8	37.7	74.0	65.5	65.6	35	40
126	26	Pakistan	55.2	0.1	30	22.7	80.6	88.3	69.4	47.3	68.5	64.8	40	40
131	27	Bangladesh	54.1	1.5	20	23.3	72.5	92.3	70.8	51.9	65.9	59.0	55	30
132	28	Papua New Guinea	53.9	0.3	20	20.2	66.7	75.4	57.0	73.7	75.5	85.1	35	30
137	29	China	52.5	0.6	20	35.0	69.9	82.9	49.7	61.9	73.3	71.8	30	30
139	30	Tajikistan	52.0	-1.4	20	19.4	92.3	78.1	58.4	45.5	67.7	73.2	25	40
144	31	Laos	51.2	1.1	15	18.6	86.6	86.7	60.7	54.9	75.5	58.6	35	20
145	32	Maldives	51.0	2.0	20	21.9	97.4	43.8	87.4	71.7	69.4	43.8	25	30
147	33	Vietnam	50.8	-0.2	15	26.9	77.0	71.4	62.0	68.3	63.6	78.7	15	30
149	34	Nepal	50.1	-0.3	30	21.3	85.9	89.6	58.5	43.8	76.3	61.0	5	30
153	35	Micronesia	49.8	-0.3	30	30.0	97.5	0.0	51.7	77.9	75.2	81.0	25	30
162	36	Burma	46.5	7.3	10	11.6	86.9	89.2	28.3	75.7	64.8	73.6	15	10
163	37	Uzbekistan	46.5	0.5	15	13.4	90.3	70.4	75.7	60.8	63.1	66.1	0	10
164	38	Kiribati	46.3	0.4	30	29.2	71.4	0.0	57.0	83.6	81.3	55.4	25	30
165	39	Solomon Islands	46.2	1.2	30	25.0	61.4	21.3	65.2	65.2	75.4	73.0	15	30
170	40	Timor-Leste	43.2	-0.5	20	25.4	64.7	0.0	45.4	79.2	68.3	64.4	45	20
171	41	Turkmenistan	42.2	-0.4	5	13.4	95.2	93.0	30.0	30.0	65.9	79.2	0	10
178	42	North Korea	1.0	-0.5	5	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0
N/A	N/A	Afghanistan	N/A	N/A	N/A	10.0	91.2	84.2	63.1	75.0	74.3	N/A	65	N/A

Table 6  heritage.org

**COMPARING THE ESC COUNTRIES...**

	China	India	Japan	North Korea	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					
Economic Freedom Ranking					

# It's raining "cats and dogs" here...but what happens in other countries?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: This Chinese river is polluted.

YANGTZE      GANGES      INDUS

2. The Ganges River is located in this country.

CHINA      INDIA      JAPAN

3. The Ganges Dolphin is \_\_\_ because of pollution.

DEAF      UGLY      BLIND

4. Kim Jong \_\_\_ is the leader of North Korea.

UN      IL      SUNG

5. Chairman \_\_\_ Tse-tung made the decision to make China communist.

KIM      MAO      DAVIS

6. People in this group share language, culture, and folktales, among other things.

RELIGIOUS      ETHNIC      COUNTRY

7. The \_\_\_ rate tells us what percentage of the population in a country can read and write.

RELIGIOUS      ETHNIC      LITERACY

8. Human \_\_\_ adds to the water pollution.

CLEANERS      WASTE      PLANTS

9. The Ganges River is sacred to \_\_\_ people.

HINDU      MUSLIM      CHRISTIAN

10. Water, sunlight, and oil are \_\_\_ resources.

SYNTHETIC      MINERAL      NATURAL

11. Factories and cars contribute to \_\_\_ pollution.

WATER      SOIL      AIR

12. The \_\_\_ Economic Zones were set up in China to encourage trade with other countries.

REGULAR      SPECIAL      FOREIGN

13. This is responsible for poisoning rivers in India.

FACTORIES      CARS      PESTICIDES

14. Cholera is a preventable \_\_\_ spread by dirty water.

DISEASE      POLLUTION      ANTIBIOTIC

15. The ruling family in North Korea is the \_\_\_ family.

KIM      JONG      UN

16. In places like China, this is where a small group makes decisions for the population.

AUTOCRACY      OLIGARCHY      DEMOCRACY

17. The Green \_\_\_ changed the way farmers in India worked with their crops.

OVERTHROW      DEVELOPMENT      REVOLUTION

18. Hilly areas are made farmable by...

IRRIGATION      TERRACES      PESTICIDES

19. This is one of the biggest causes of pollution in China.

FACTORIES      CARS      SEWAGE

20. Factories burn \_\_\_, which causes pollution.

PESTICIDES      OIL      COAL

21. This country has a very successful economy despite having next to no natural resources.

JAPAN      CHINA      INDIA



→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'YANGTZE', so I'll write a "Y" in every square that contains a "1". Got it? Have fun!→

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12			11	10	14		2	10	8
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12	18	2	20	15	12		2	10	
3	16	12	10	2	11		18	9	6
'y		12	11	'y		2	18		17
11	2	10	12		20	17	16	8	3
11	17	12		2	18		11	20	18
4	11	7	7	'y		17	11	2	10
6	14		19	2	12	9		2	10
	18	9	6		13	9	2	7	2
13	13	2	10	6	12		2	10	
21	11	10	4	11	17	'y,		2012.	

# *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!

# Seventh Grade Social Studies Unit 7

## The Origins of Modern Asia

### Elaborated Unit Focus

The story of modern Asia is a tale of a fight for self-direction. Fiercely independent, many of these groups of people resisted European control for centuries. Once European countries broke through and began to partition and colonialize, however, the nationalistic resistance movements fought back, leading to three of the most historically, politically, and culturally significant wars in modern world history. Now the last remaining stronghold of Communism in the world, we will see in this unit that historical disagreements do not necessarily turn into lasting political and economic barriers.



**SS7H3 Standard/Elements**

**SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21<sup>st</sup> Century.**

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

**SS7H3 Vocabulary Focus**

*Define these terms*

Civil Disobedience \_\_\_\_\_

\_\_\_\_\_

Cold War \_\_\_\_\_

\_\_\_\_\_

Containment \_\_\_\_\_

\_\_\_\_\_

Cultural Revolution \_\_\_\_\_

\_\_\_\_\_

Deng Xiaopeng \_\_\_\_\_

\_\_\_\_\_

Domino Theory \_\_\_\_\_

\_\_\_\_\_

Geneva Conference \_\_\_\_\_

\_\_\_\_\_

Great Leap Forward \_\_\_\_\_

\_\_\_\_\_



Indian National Congress\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General Douglas MacArthur\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MacArthur Constitution\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mahatma\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Long March\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ho Chi Minh\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mohandas Gandhi\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Muslim League\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Red Army\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Red Guard\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Satyagraha\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tiananmen Square \_\_\_\_\_

\_\_\_\_\_

Vietnam \_\_\_\_\_

\_\_\_\_\_

Vietminh League \_\_\_\_\_

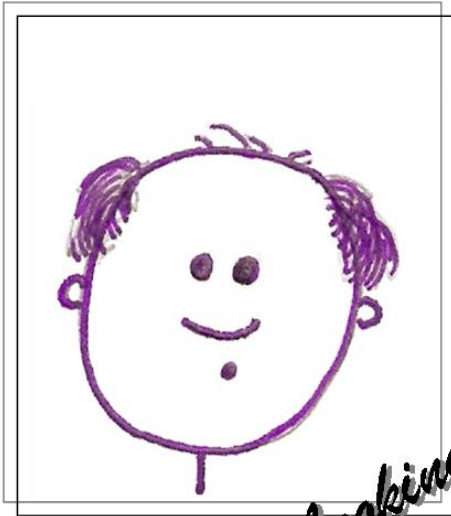
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<http://www.cagle.com/news/MemorialDay11/3.asp>



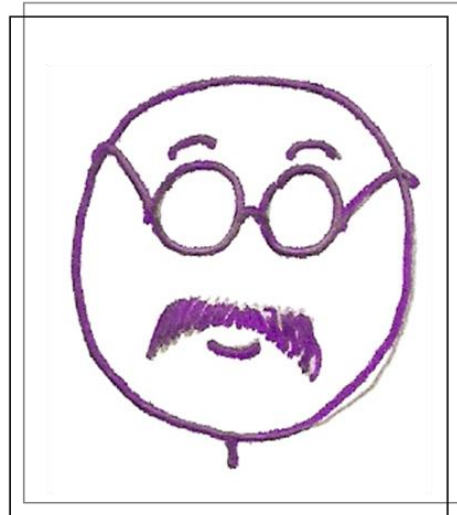
# Memories...



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  
SS7097's  
Who's Who in  
Asian History...*

# The Dragon Daily News

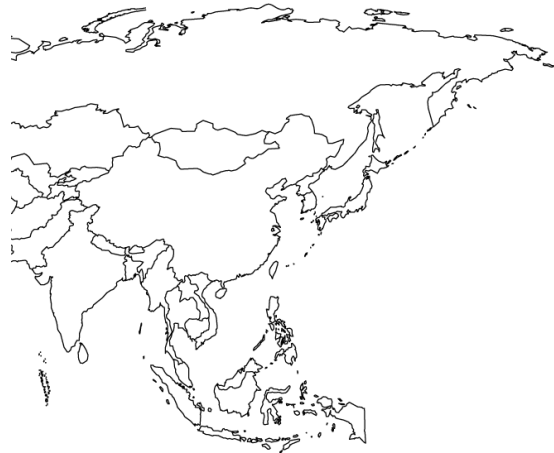
Asia Edition

Vol. 3, No. 4

## Looking Back at Asia's Path to the 21<sup>st</sup> 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 21<sup>st</sup> 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.

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?

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

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

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

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

*Who are these people?*



Even though he's been made famous by the "Toy Story" movies, Mr. Potato Head was a star long before Pixar. What's cool about the Spud Headed Wonder?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Here's how this works: First, circle the correct answers to these questions...**

1. **EXAMPLE:** Chairman Mao instructed people to avoid the Four \_\_\_\_\_.  
NEWS            OLDS            TRADITIONS
2. The Chinese Communist \_\_\_\_ makes most of the decisions in China.  
GOVERNMENT            PARTY            ORGANIZATION
3. Because of its early colonial influence, what language is also spoken fluently in India?  
ENGLISH            SPANISH            GERMAN
4. This Theory stated that if one Asian country became communist, they all would.  
MAH-JONGG            DOMINO            CHECKERS
5. North \_\_\_\_\_ is a communist country and enemy of ours.  
KOREA            CHINA            INDIA
6. We spent roughly 25 \_\_\_\_\_ engaged in Vietnam.  
MONTHS            WEEKS            YEARS
7. Great \_\_\_\_\_ was a strong presence in India before WW2.  
ZIMBABWE            KOREA            BRITAIN
8. Mohandas \_\_\_\_\_ helped India become independent through his philosophy of nonviolent protest.  
MINH            GANDHI            ZEDONG
9. This country was granted independence in 1949, when its colonial power could no longer afford to keep it.  
VIETNAM            FRANCE            INDIA
10. The idea of \_\_\_\_\_ meant to keep the Communists within the borders of one country; it was our objective in both Korea and Vietnam.  
CONTAINMENT            DOMINO            FREEDOM
11. General Douglas Mac \_\_\_\_\_ was responsible for the new constitution of Japan.  
GANDHI            MINH            ARTHUR
12. The Cultural \_\_\_\_\_ was a failed attempt to improve China's economy in the 1960s.  
LEAP            FORWARD            REVOLUTION
13. This country controlled Vietnam until 1954.  
ENGLAND            FRANCE            GERMANY
14. Civil disobedience teaches that you should not follow \_\_\_\_\_ laws.  
FAIR            UNJUST            DEMOCRATIC
15. Minh led his people to independence through...  
PROTEST            DISOBEDIENCE            WAR
16. \_\_\_\_\_ Chi Minh was the independence leader in Vietnam.  
HO            DOUGLAS            MAHATMA
17. Gandhi's nickname was \_\_\_\_\_, which means "great soul."  
HO            DOUGLAS            MAHATMA
18. Both India and \_\_\_\_\_ became independent in the 1940s and 50s.  
CHINA            VIETNAM            KOREA
19. The Great \_\_\_\_\_ Forward was a failed attempt to boost China's economy.  
REVOLUTION            LEAP            PROTEST
20. Students gathered in Tiananman \_\_\_\_\_ to protest China's communist government.  
SQUARE            DISTRICT            CITY
21. \_\_\_\_\_ causes pride in one's country, which often leads to independence movements.  
NATIONALISM            PATRIOTISM            WAR
22. MacArthur was responsible for the new constitution in ...  
VIETNAM            KOREA            JAPAN
23. Independence happened for India and Vietnam after World War ...  
ONE            TWO            FOUR

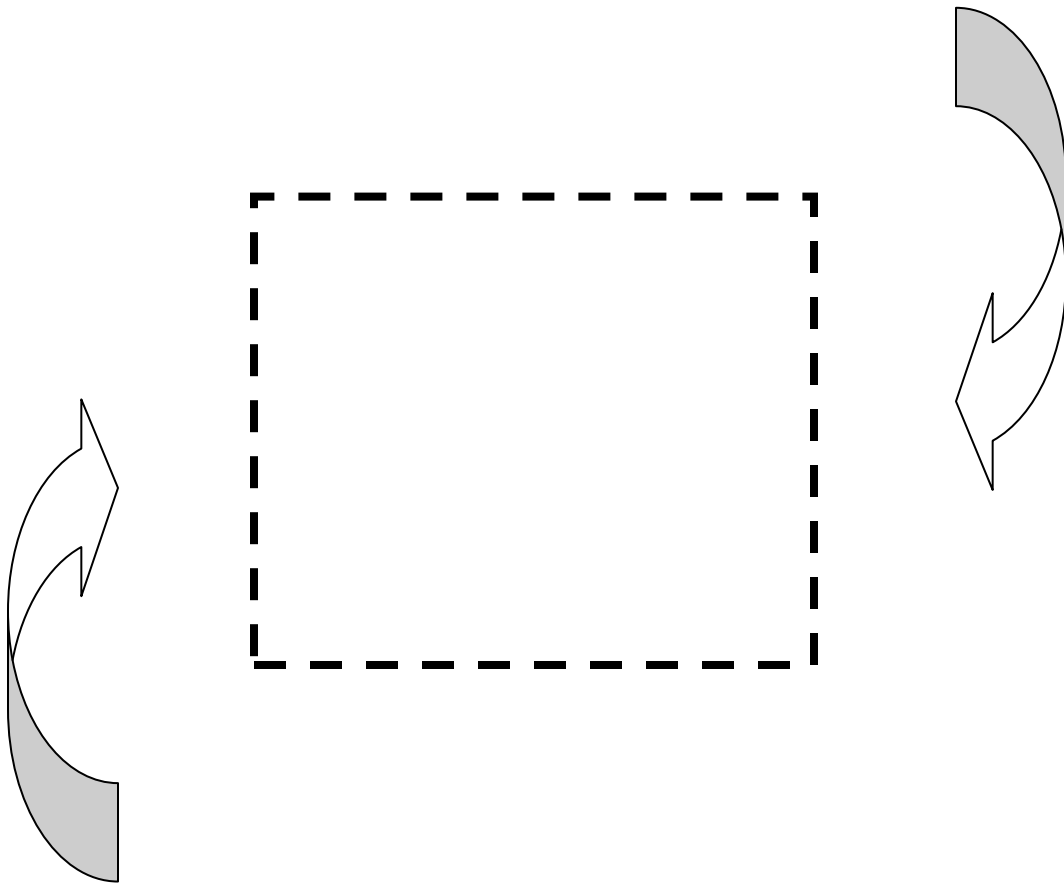
→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'OLDS', so I'll write an "O" in every square that contains a "1". Got it? Have fun!→

23	16	3	[REDACTED]	'0	12	9	8	9	21
11	19	[REDACTED]	17	12	[REDACTED]	2	'0	23	11
23	'0	[REDACTED]	16	3	11	4	[REDACTED]	15	11
10	21	9	23	[REDACTED]	2	19	11	20	23
10	[REDACTED]	23	16	3	[REDACTED]	5	9	23	[REDACTED]
9	21	10	19	14	4	3	4	[REDACTED]	[REDACTED]
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12	21	[REDACTED]	9	21	[REDACTED]	11	20	[REDACTED]	[REDACTED]
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11	19	[REDACTED]	23	12	11	18	3	19	[REDACTED]
11	17	7	11	20	20	11	4	'0	12
[REDACTED]	'0	13	[REDACTED]	12	16	'0	4	3	[REDACTED]
9	20	19	11	21	4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



# 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!

# Seventh Grade Social Studies 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.



**SS7G1 Vocabulary Focus**

*Define these terms*

Atlas Mountain Range\_\_\_\_\_

\_\_\_\_\_

Congo River\_\_\_\_\_

\_\_\_\_\_

Democratic Republic of the Congo\_\_\_\_\_

\_\_\_\_\_

Egypt\_\_\_\_\_

\_\_\_\_\_

Kalahari Desert\_\_\_\_\_

\_\_\_\_\_

Kenya\_\_\_\_\_

\_\_\_\_\_

Lake Tanganyika\_\_\_\_\_

\_\_\_\_\_

Lake Victoria\_\_\_\_\_

\_\_\_\_\_

Niger River\_\_\_\_\_

\_\_\_\_\_

Nigeria\_\_\_\_\_

\_\_\_\_\_

Nile River \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

South Africa \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

South Sudan \_\_\_\_\_

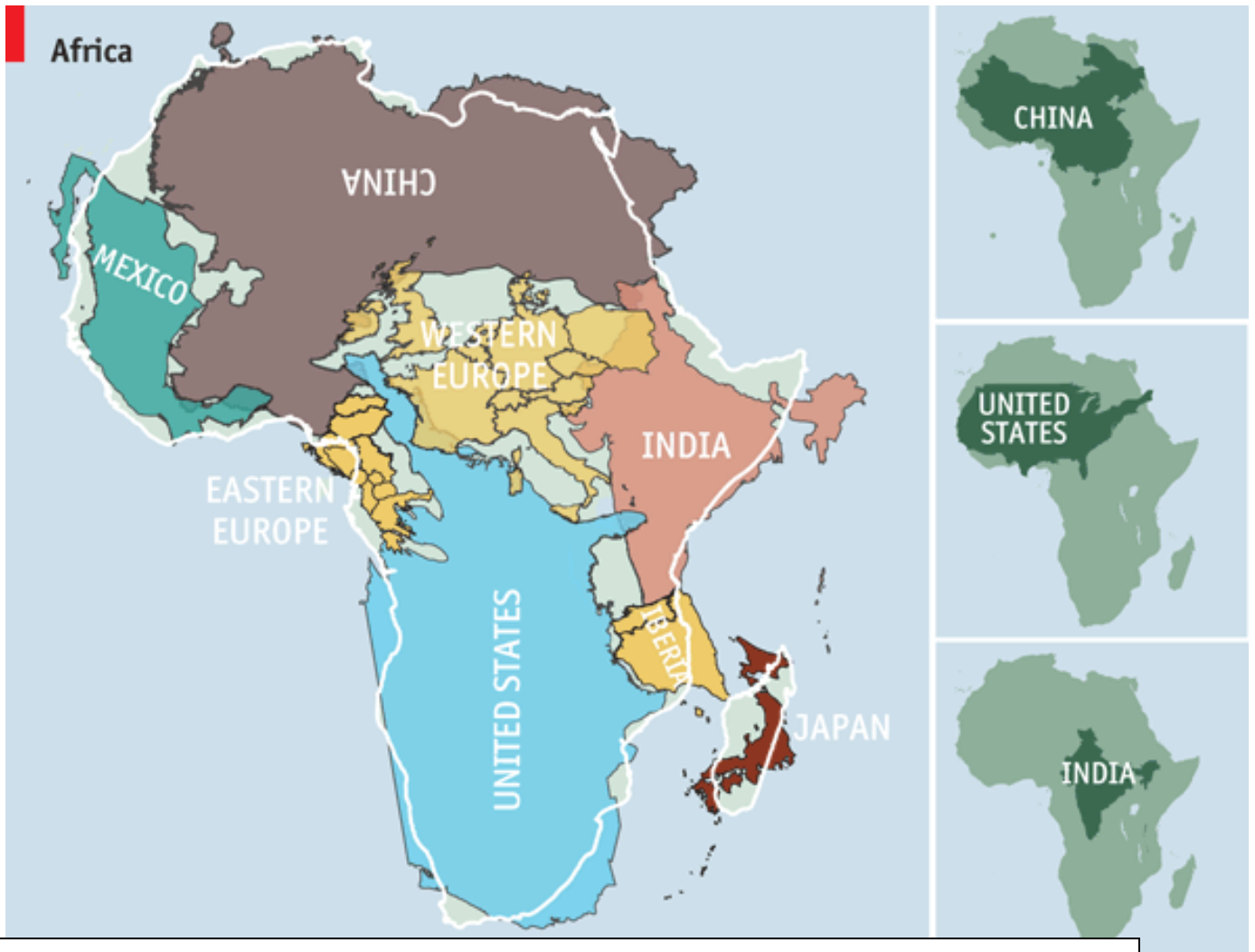
\_\_\_\_\_

\_\_\_\_\_

Sudan \_\_\_\_\_

\_\_\_\_\_

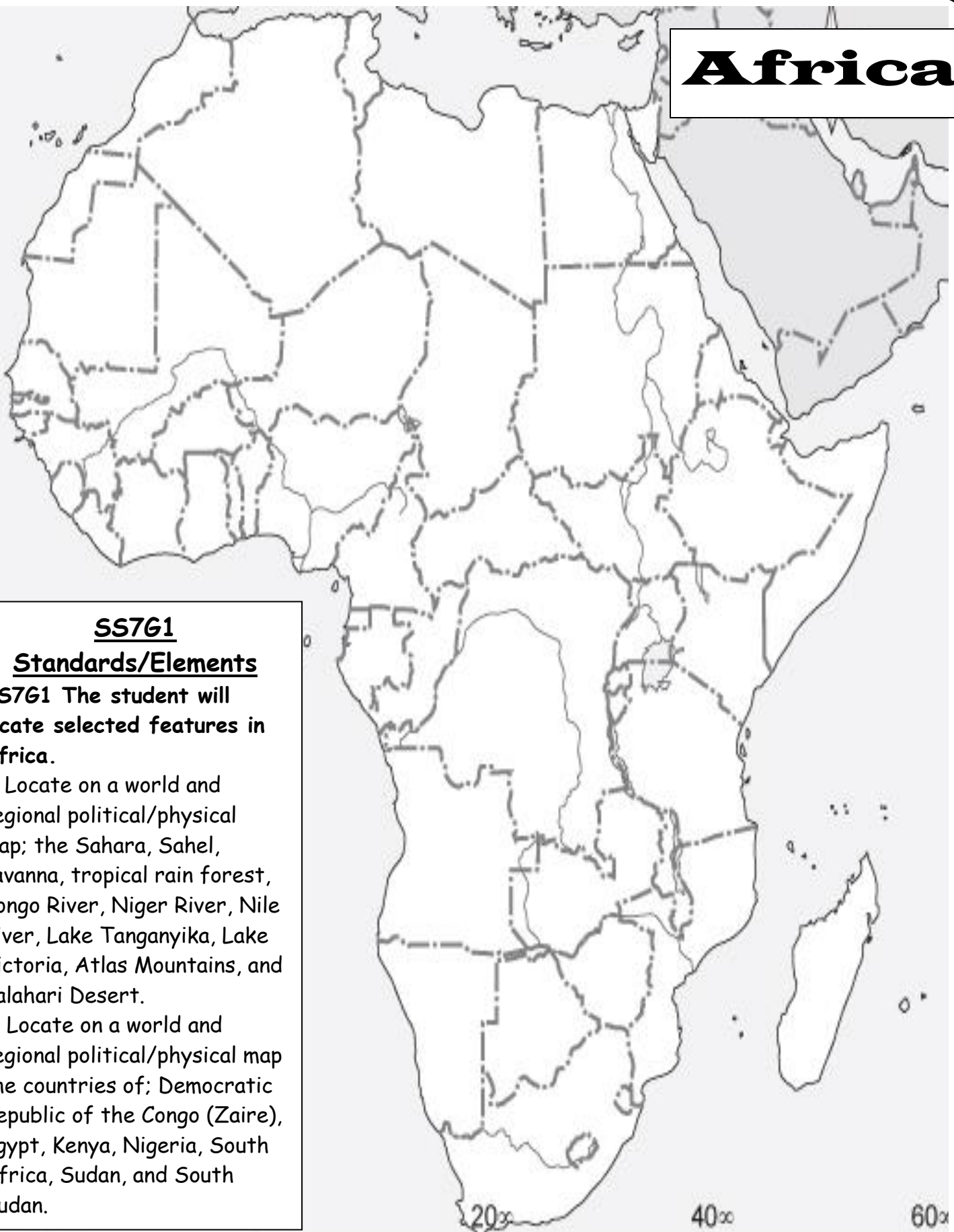
\_\_\_\_\_



**Just how big is Africa?**

*Because the earth is round (thanks, Earth!), it's difficult to make everything appear the right size on a flat map. Seeing everything the right way would involve peeling the earth like an orange, and that would be rather messy. For years, we've underestimated the size of this gigantic continent. What do you think about this representation?*

# Africa



## 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 Country Data Chart

Country Name	Capital City	Population	Area	GDP per capita	Language	Literacy Rate	Economic Freedom Ranking

**SS7G4 Standard/Element**

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

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

**SS7G4 Vocabulary Focus**

*Define these terms*

Animist \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Arab \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ashanti \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bantu \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Golden Stool \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Swahili \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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?

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

**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?

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



Did you know that in the first version, Nala had a bat-eared fox friend named Bhati? What else did they not tell you about "The Lion King?"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: Studying about maps is part of...  
PHILOSOPHY GEOGRAPHY HISTORY

2. This river is located in central Africa.  
CONGO NILE ORANGE

3. Countries and cities are \_\_\_ features.  
NATURAL POLITICAL SYNTHETIC

4. A body of land surrounded on all sides by water is an...  
PENINSULA ARCHIPELAGO ISLAND

5. This country is not located in Africa.  
KENYA YEMEN EGYPT

6. South \_\_\_ is the southernmost country on the map.  
AFRICA CAROLINA DAKOTA

7. This country is found in northeast Africa.  
D. R. C. NIGERIA EGYPT

8. The Congo River is surrounded by tropical rain...  
FOREST DESERT SAVANNA

9. This desert takes up most of northern Africa.  
KALAHARI SAHARA GOBI

10. Deserts like the Sahara have \_\_\_ soil.  
FERTILE MOIST BARREN

11. This country is located in Western Africa.  
D. R. C. NIGERIA EGYPT

12. This country is found in central Africa.  
D. R. C. NIGERIA EGYPT

13. This is the longest lake in the world.  
TANGANYIKA VICTORIA SUPERIOR

14. Because most of these countries are located on or near the Equator, their average temperature is...  
FREEZING COLD HOT

15. This round lake borders Kenya.  
TANGANYIKA VICTORIA SUPERIOR

16. "Subsaharan" Africa refers to those countries \_\_\_ the Sahara Desert.  
ABOVE UNDER BORDERING

17. The Nile \_\_\_ is the longest in the world.  
RIVER LAKE DESERT

18. The Atlas \_\_\_ are found in northern Africa.  
RIVER MOUNTAINS LAKE

19. This is one reason the Sahel is becoming a desert.  
OVERGRAZING RAIN FLOODING

20. \_\_\_ Victoria was named for Queen Victoria.  
DESERT MOUNT LAKE

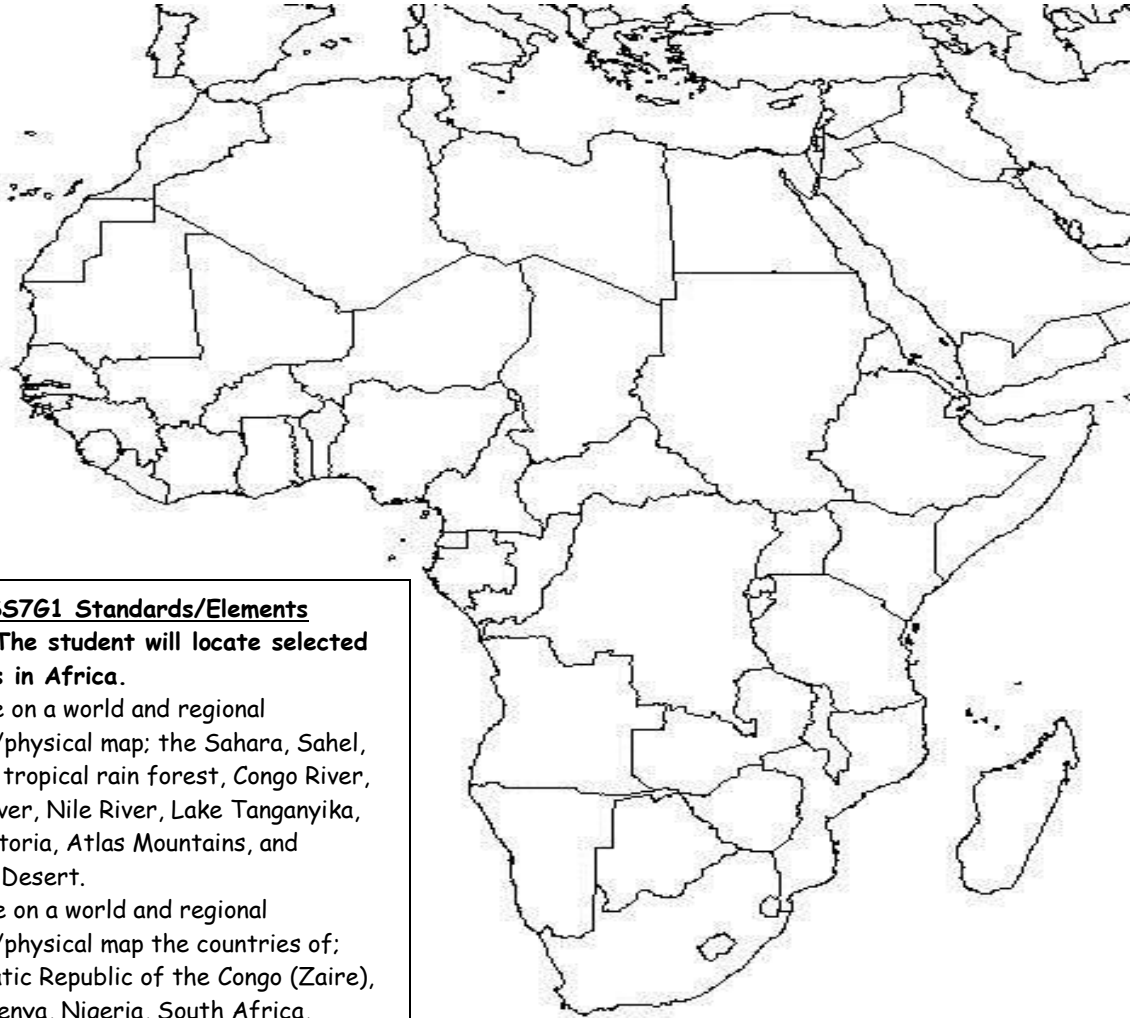
21. The most important resource for people in desert areas is...  
SAND WATER INTERNET

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'GEOGRAPHY', so I'll write a "G" in every square that contains a "1". Got it? Have fun!→

19	17	4	G	4	11	6	20	20	5
	9	4	18	10	6		20	19	9
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14	7		9	13	6	18	3	7	12
7		12	4	9	11	7	5		21
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13	4	19	11		19	8		2	14
6	17	6	2	13	7	17			

# UNIT 8...THE GOOD STUFF

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



### 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.

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

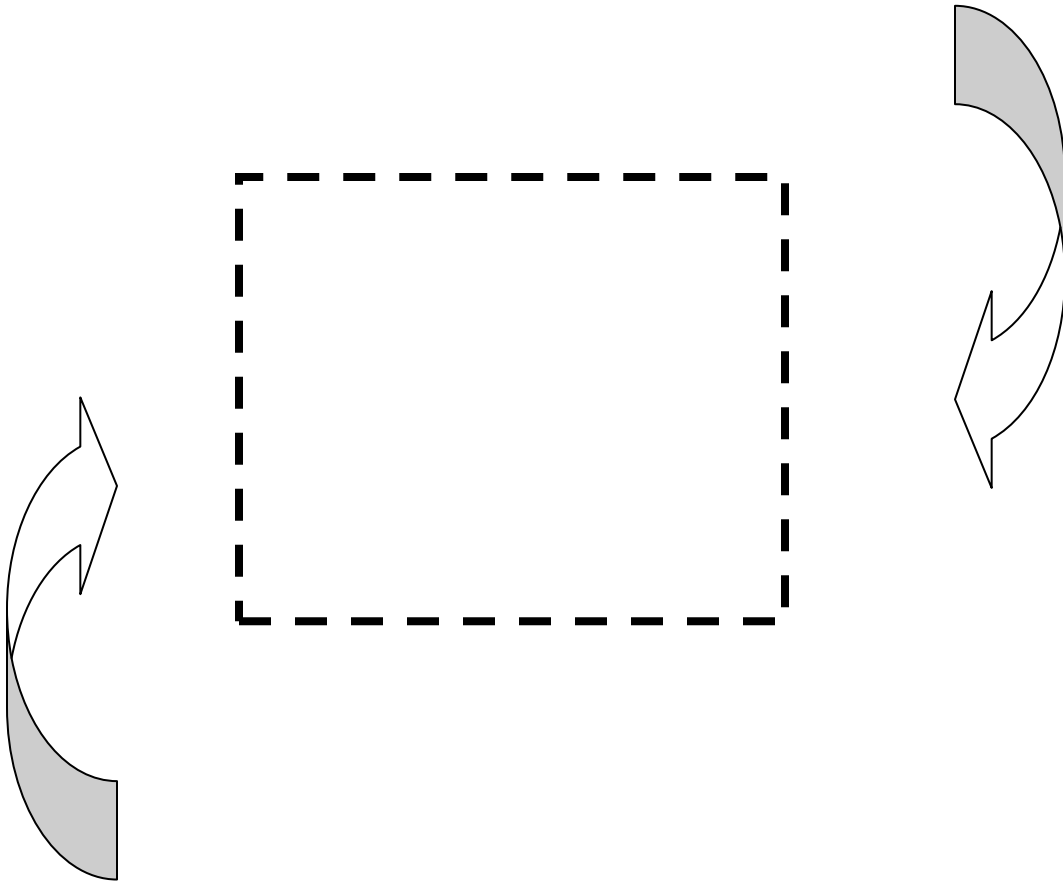
**SS7G4** The student will describe the diverse cultures of the people who live in Africa.

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

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

# UNIT 8 TEST TIME

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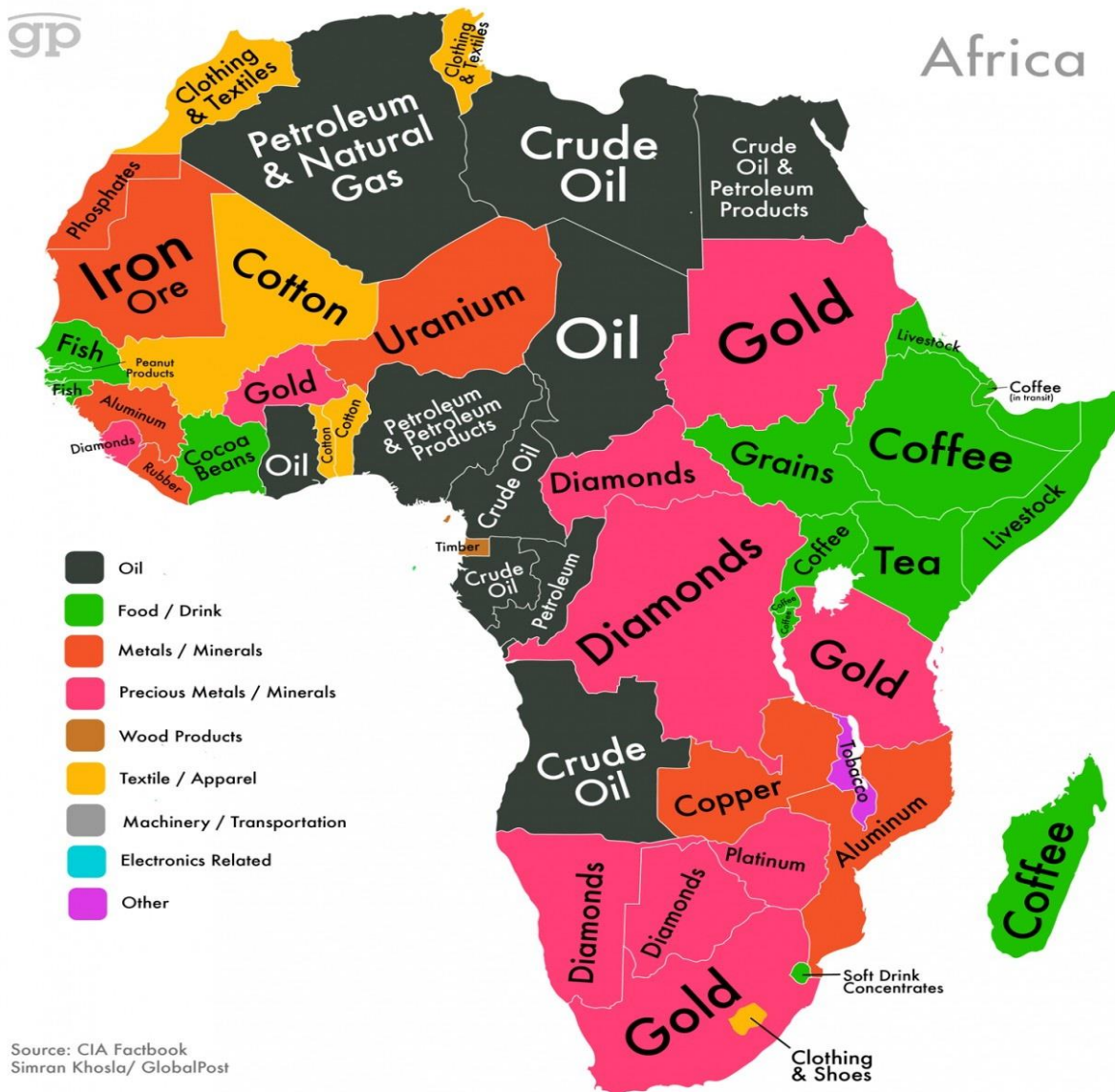
Extra Notes... Things I shouldn't forget!

# Seventh Grade Social Studies Unit 9

## The Impact of the Environment and Economy on Africa Today

### Elaborated Unit Focus

Although its impact on the United States is only now becoming apparent, Africa has had a strong presence throughout history. In this unit, students will analyze the human environment interaction of the region. 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. Sadly, too, many of the biggest problems in Africa are made worse by corrupt governments and dictatorships.



### SS7CG1-3 Standards/Elements

**SS7CG1** 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.

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

- a. 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.
- b. 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.

- a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.
- b. 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 \_\_\_\_\_

\_\_\_\_\_

Deforestation \_\_\_\_\_

\_\_\_\_\_

Desertification \_\_\_\_\_

\_\_\_\_\_

Dictatorship \_\_\_\_\_

\_\_\_\_\_

Extinction \_\_\_\_\_

\_\_\_\_\_

Famine \_\_\_\_\_

\_\_\_\_\_

HIV \_\_\_\_\_

\_\_\_\_\_



### 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?

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

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



“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.

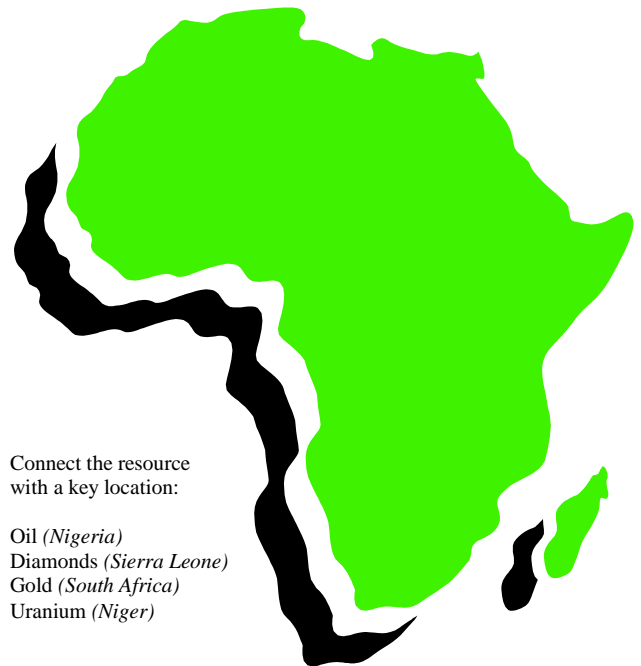
“It amazes me that people in the world can be so selfish,” seventh grade teacher Ms. Davis said, shaking her head sadly.

### ***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.

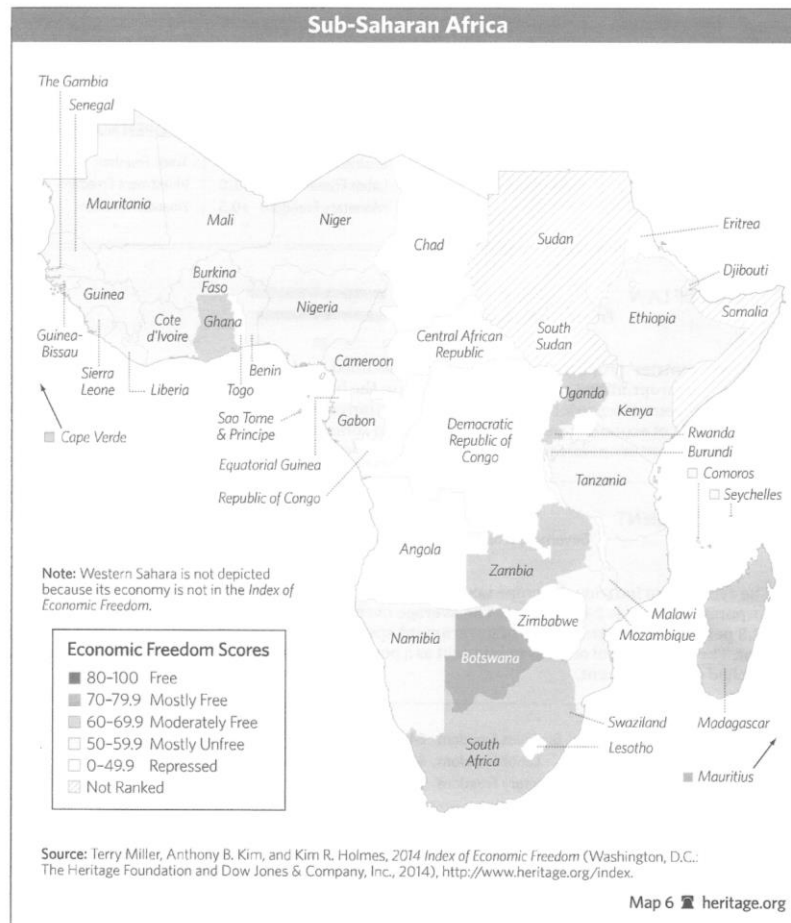
\_\_\_\_\_ is found in many places in \_\_\_\_\_, but it has lately been in the news as a prime target by \_\_\_\_\_ seeking to make \_\_\_\_\_.

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)



## Economic Freedom in Sub-Saharan Africa Countries

World Rank	Region Rank	Country	Overall Score	Change from 2013	Property Rights	Freedom from Corruption	Fiscal Freedom	Government Spending	Business Freedom	Labor Freedom	Monetary Freedom	Trade Freedom	Investment Freedom	Financial Freedom
8	1	Mauritius	76.5	-0.4	65	53.4	92.2	81.8	74.4	78.0	76.7	76.1	55	60
27	2	Botswana	72.0	1.4	70	61.2	81.0	69.8	68.5	69.7	72.4	77.8	55	50
60	3	Cape Verde	66.1	2.4	70	54.9	77.4	68.6	63.8	48.0	79.1	81.5	65	40
65	4	Rwanda	64.7	0.6	30	46.9	80.3	78.2	69.6	84.1	74.8	84.6	60	50
66	5	Ghana	64.2	2.9	50	40.4	85.4	83.3	62.6	60.2	65.8	75.4	60	40
75	6	South Africa	62.5	0.7	50	41.6	68.7	69.1	74.5	54.4	75.3	65.0	65	50
79	7	Madagascar	61.7	-0.3	40	27.3	90.8	92.3	62.8	43.9	77.6	82.9	50	40
82	8	Swaziland	61.2	4.0	40	31.6	74.7	70.9	64.2	71.7	72.3	67.8	60	40
88	9	Zambia	60.4	1.7	30	31.3	71.8	82.9	74.9	50.1	68.0	61.0	55	40
91	10	Uganda	59.9	-1.2	30	23.8	79.1	87.3	45.1	87.4	71.0	76.8	60	50
92	11	The Gambia	59.5	0.7	30	31.7	79.0	79.8	57.4	65.8	71.3	71.4	50	50
94	12	Namibia	59.4	-0.9	30	44.2	66.9	58.8	64.4	81.9	75.0	72.8	50	50
98	13	Burkina Faso	58.9	-1.0	30	31.3	83.0	82.3	60.7	55.0	78.8	60.0	70	50
105	14	Gabon	57.8	0.0	40	29.1	74.5	81.7	58.9	63.0	75.1	33.4	50	30
106	15	Tanzania	57.8	-0.1	30	28.8	79.7	78.3	47.0	61.1	66.0	54.8	65	50
107	16	Côte d'Ivoire	57.7	3.6	30	22.1	79.1	79.8	55.1	59.0	80.6	73.2	55	40
111	17	Kenya	57.1	1.2	30	21.0	78.0	74.6	55.8	64.0	74.9	72.7	50	50
113	18	Benin	57.1	-0.5	30	29.5	68.3	86.1	51.0	50.5	75.4	73.2	60	40
117	19	Seychelles	56.2	1.3	50	48.5	76.8	61.8	67.6	68.5	75.1	65.6	55	40
118	20	Djibouti	55.9	2.0	30	30.9	80.6	62.8	42.7	65.1	77.2	75.5	45	50
122	21	Mali	55.5	-0.9	20	27.7	69.8	81.7	48.0	63.2	76.7	63.8	40	40
124	22	Malawi	55.4	0.1	45	31.9	78.0	63.0	38.9	60.3	64.1	61.2	50	40
125	23	Senegal	55.4	-0.1	40	29.5	65.1	75.4	47.5	41.5	81.8	69.0	50	40
127	24	Niger	55.1	1.2	30	26.0	76.8	88.4	35.2	45.4	88.3	61.2	35	50
128	25	Mozambique	55.0	0.0	30	26.2	75.7	64.6	65.2	36.7	80.8	64.1	40	20

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?

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

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

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?

**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.**

- a. 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.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. 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**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
- c. 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.**

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

How does specialization encourage trade between countries?

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

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

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

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

What is the role of entrepreneurship in Africa?

Kermit has it all wrong. Why should Crayola crayons be able to sing  
"It Ain't Easy Being Blue"?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. **EXAMPLE:** This is a very important resource for the people in Africa because it can be used to make nuclear weapons.  
DIAMONDS                      GOLD                      URANIUM
2. This is the largest ethnic group in Africa.  
ARAB                      BANTU                      SWAHILI
3. Someone who travels constantly (like the Bedouins) might be called a...  
RESIDENT                      SQUATTER                      NOMAD
4. AIDS attacks the \_\_\_\_\_ system.  
IMMUNE                      DIGESTIVE                      NERVOUS
5. Which is not a country in Africa?  
KENYA                      YEMEN                      EGYPT
6. This is the system of separateness that formed the government's policies for years in South Africa.  
SEGREGATION                      HATE                      APARTHEID
7. This country in Africa is ruled by a dictatorship.  
SUDAN                      KENYA                      NIGERIA
8. The \_\_\_\_\_ River Basin has a huge impact on central Africa.  
NILE                      CONGO                      ORANGE
9. This is one of the key causes of deforestation and desertification in the Sahel and Sahara.  
OVERGRAZING                      DEFORESTATION                      FAMINE
10. This is a tax placed on incoming goods to encourage people to buy local products.  
EMBARGO                      QUOTA                      TARIFF
11. This is when two countries refuse to trade with each other because of something the other did.  
EMBARGO                      QUOTA                      TARIFF
12. This is the result of deforestation and desertification, when people don't have enough food.  
DROUGHT                      FAMINE                      OVERGRAZING
13. Industries along major rivers tend to \_\_\_\_\_ the water, which causes problems for people downstream.  
ENHANCE                      CLEAN                      POLLUTE
14. This unitary system is often very unfair, with the one person in control abusing his or her power.  
PRESIDENTIAL                      DICTATORSHIP                      THEOCRACY
15. The unequal distribution of \_\_\_\_\_ in Africa impacts where people live, the work they do, and how they travel.  
WATER                      SUNLIGHT                      OIL
16. When the \_\_\_\_\_ rate in a country goes up, the gross domestic product and standard of living do, too.  
POVERTY                      LITERACY                      BIRTH
17. This is another term for a democratic system where people elect leaders to make decisions.  
THEOCRACY                      MONARCHY                      REPUBLIC
18. Investing in \_\_\_\_\_ capital usually means educating workers, which will cause the standard of living in a country to go up.  
HUMAN                      FINANCIAL                      NATURAL
19. HIV is a \_\_\_\_\_.  
BACTERIA                      INFECTION                      VIRUS
20. The majority of Arabs are...  
JEWISH                      CHRISTIAN                      MUSLIM
21. \_\_\_\_\_ usually don't have the same access to education in African countries.  
GIRLS                      CHILDREN                      ADULTS

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'URANIUM', so I'll write a "U" in every square that contains a "1". Got it? Have fun!→

4	3	10	17	9	14	'U	8	11	14
[REDACTED]	4	3	[REDACTED]	1949,	[REDACTED]	13	17	'U	7
1	4	6	3	[REDACTED]	2	16	'U	11	[REDACTED]
15	6	7	[REDACTED]	7	10	17	4	13	13
11	14	[REDACTED]	9	12	[REDACTED]	4	10	7	[REDACTED]
3	6	20	11	[REDACTED]	4	3	[REDACTED]	1958,	[REDACTED]
6	12	10	11	17	[REDACTED]	10	11	6	8
18	11	17	7	[REDACTED]	8	9	20	13	16
6	4	3	11	14	[REDACTED]	4	10	[REDACTED]	15
6	7	3	9	10	[REDACTED]	8	9	16	14
15	6	17	[REDACTED]	7	11	3	7	4	10
4	19	11	[REDACTED]	4	10	[REDACTED]	15	6	7
[REDACTED]	8	18	6	3	21	11	14	[REDACTED]	10
9	[REDACTED]	20	4	14	3	4	21	18	10
[REDACTED]	2	16	'U	11	[REDACTED]	4	3	[REDACTED]	1990,
8	[REDACTED]	8	9	16	9	17	7	[REDACTED]	15
11	17	11	[REDACTED]	17	11	10	4	17	11
14	[REDACTED]	4	3	8	16	'U	14	4	3
21	[REDACTED]	21	17	11	11	3	[REDACTED]	2	16
'U	11	[REDACTED]	6	3	14	[REDACTED]	2	16	'U
11	[REDACTED]	21	17	6	5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



# UNIT 9 TEST TIME

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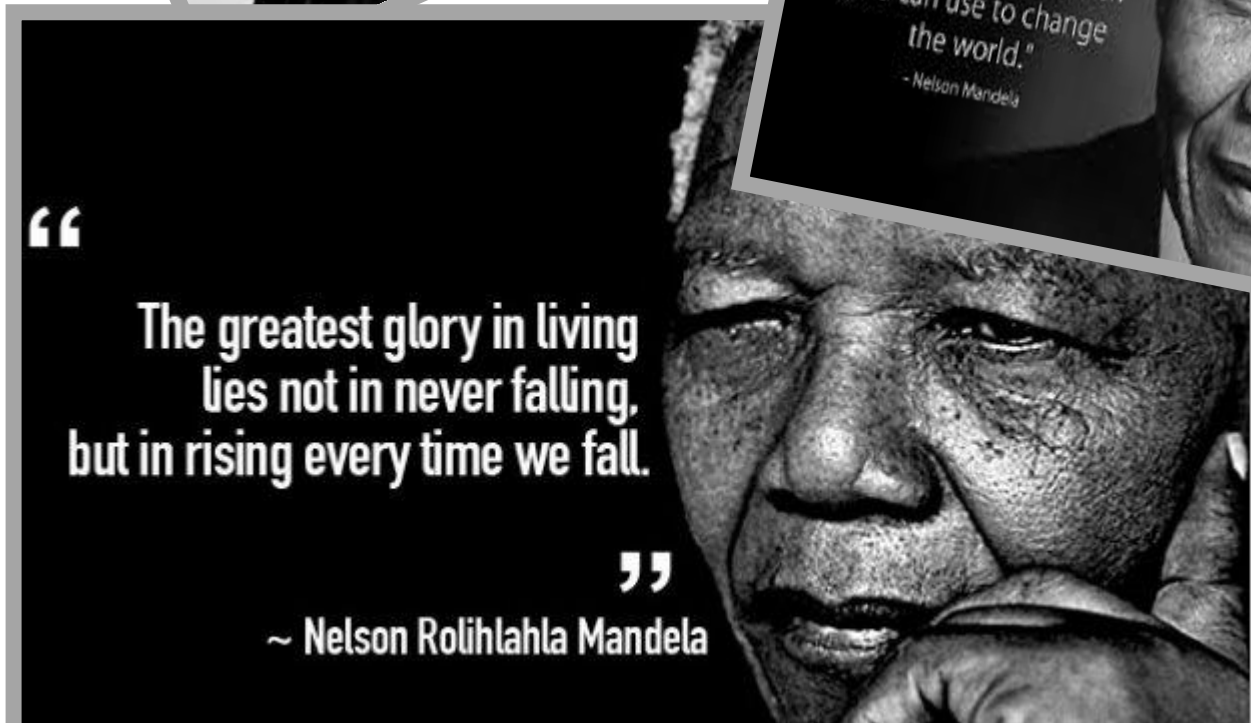
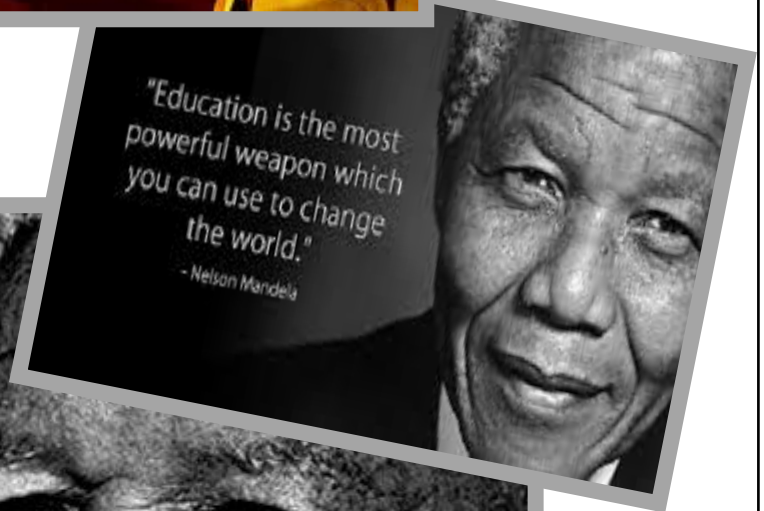
Extra Notes... Things I shouldn't forget!

# Seventh Grade Social Studies Unit 10

## The Origins of Modern Africa

### 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 21<sup>st</sup> 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F.W. de Klerk \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nelson Mandela \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pan- African Movement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 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?

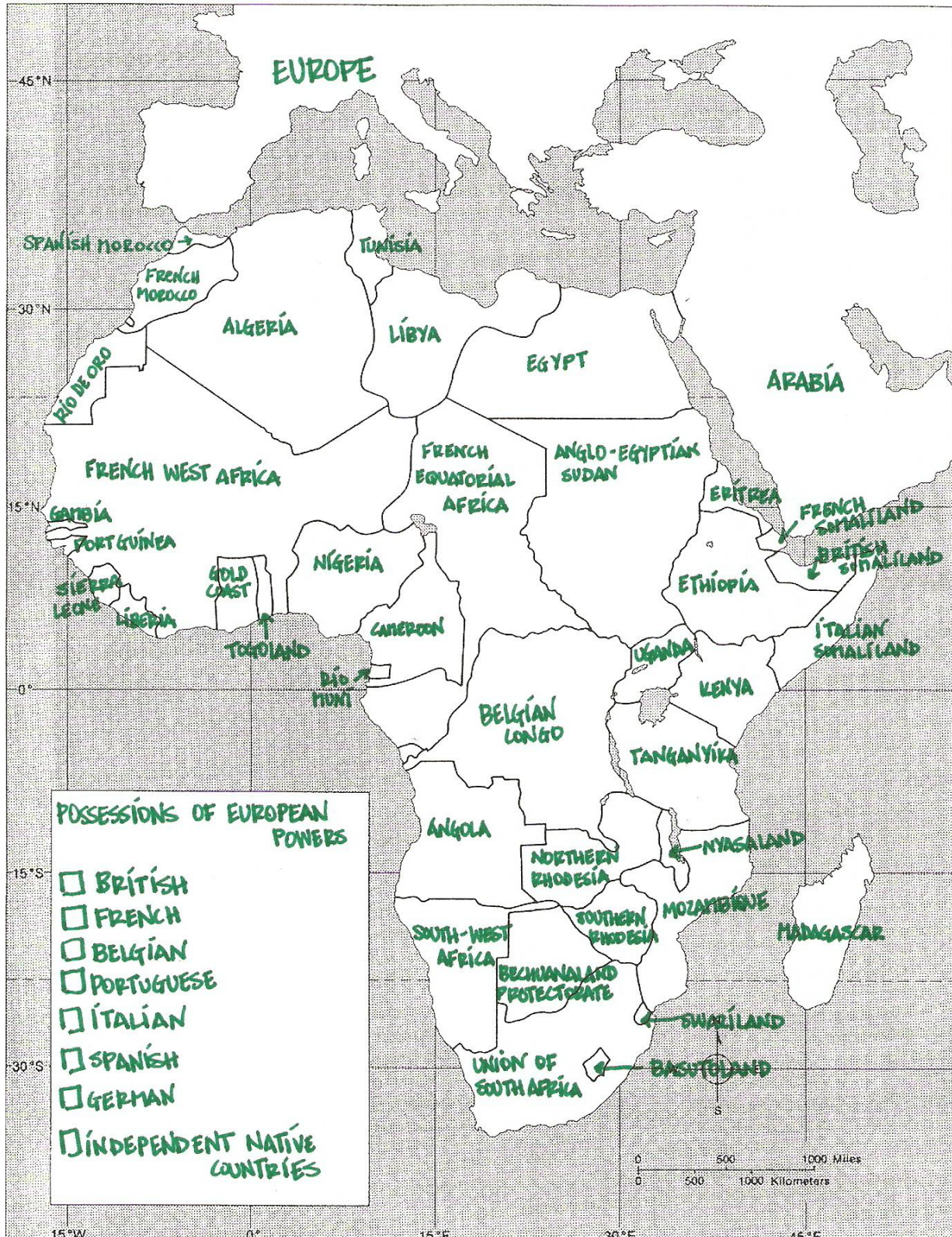
How did nationalism lead to independence in South Africa, Kenya, and Nigeria?

How was apartheid created and dissolved in South Africa?

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

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

## 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:

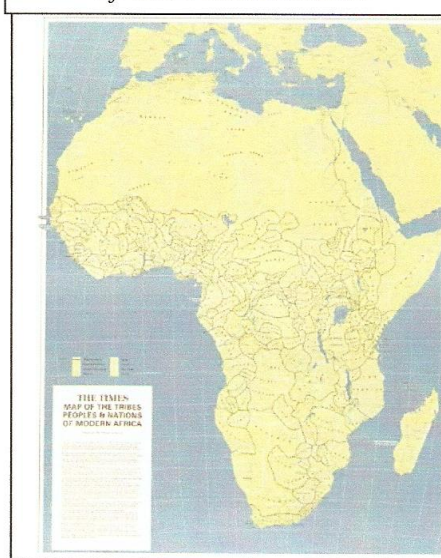
Cameroon  
South-West Africa

### 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*



Like Nelson Mandela and Robert Sobukwe, Stephen Biko protested apartheid. What did the police do to him because he protested?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Here's how this works: First, circle the correct answers to these questions...

1. EXAMPLE: F.W. de \_\_\_\_\_ was the South African president who ended apartheid.

BOTHA      KLERK      MANDELA

2. In a presidential democracy, this group works with the president to pass laws.

LEGISLATURE      COURTS      PRIME MINISTER

3. This is a period of an extreme and general scarcity of food.

STARVATION      HUNGER      FAMINE

4. In this system, a small group is in control of the government.

DEMOCRACY      AUTOCRACY      OLIGARCHY

5. Partitioning creates artificial \_\_\_\_\_ and always leads to some sort of fight.

ROADS      BOUNDARIES      GOVERNMENTS

6. Apartheid lasted in \_\_\_\_\_ Africa until 1994.

NORTH      EAST      SOUTH      WEST

7. This continent was responsible for the partitioning of Africa in the 1800s.

EUROPE      AMERICA      AUSTRALIA

8. Feelings of nationalism often encourage countries to fight for their \_\_\_\_\_.

APARTHEID      INDEPENDENCE      BORDERS

9. This group got all the benefits of the apartheid laws.

WHITES      BLACKS      OTHER

10. This is the loyalty one feels to one's group.

APARTHEID      NATIONALISM      RACISM

11. This was a legalized separation of races.

NATIONALISM      RACISM      APARTHEID

12. In this form of democracy, the legislature chooses the leader.

PARLIAMENTARY      AUTOCRATIC      OLIGARCHY

13. Ashanti, Bantu, Swahili, and Arab are examples of ethnic \_\_\_\_\_.

BORDERS      GROUPS      RELIGIONS

14. In this form of government, a strong central government tells the local governments what to do.

UNITARY      CONFEDERATION      FEDERAL

15. Partitioning always leads to \_\_\_\_\_.

FRIENDSHIP      APARTHEID      CONFLICT

16. Who was the first democratically elected president in South Africa?

MANDELA      OBAMA      DE KLERK

17. Under which government system do the citizens have the most amount of freedoms?

AUTOCRACY      OLIGARCHY      DEMOCRACY

18. Feeling that one person's race is more important or better than another person's is called \_\_\_\_\_.

FAVORABLE      OLIGARCHY      RACISM

19. Drugs to treat this are often stolen by unstable governments in Africa.

FAMINE      HIV/AIDS      STARVATION

20. Nelson Mandela was in jail for 27 \_\_\_\_\_.

WEEKS      MONTHS      YEARS

21. The three branches of our government are the executive, legislative, and \_\_\_\_\_.

OLIGARCHIC      JUDICIAL      FEDERAL

22. This type of economic system is based on customs.

MARKET      TRADITIONAL      COMMAND

→ Now, turn the page over. Transfer the first letter of each correct answer to all the squares containing the number of the corresponding question. For example, the answer to #1 is 'KLERK', so I'll write a "K" in every square that contains a "1". Got it? Have fun!→

19	7	[redacted]	9	11	6	[redacted]	11	18	18
7	6	22	7	17	[redacted]	8	10	[redacted]	1975
11	10	17	[redacted]	1976	[redacted]	11	10	17	[redacted]
6	22	11	20	7	17	[redacted]	8	10	[redacted]
21	11	8	2	[redacted]	208	[redacted]	17	11	20
6	[redacted]	9	8	22	19	4	14	22	[redacted]
11	[redacted]	22	18	8	11	2	[redacted]	19	7
13	4	22	[redacted]	8	10	[redacted]	22	18	4
14	5	2	7	[redacted]	3	4	18	[redacted]	22
11	2	1 K	8	10	13	[redacted]	22	4	[redacted]
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22	[redacted]	4	10	15	7 *	[redacted]	8	10	[redacted]
1977	[redacted]	19	7	[redacted]	9	11	6	[redacted]	1 K
8	2	2	7	17	[redacted]	5	20	[redacted]	22
19	7	[redacted]	12	4	2	8	15	7	[redacted]
11	10	17	[redacted]	19	8	6	[redacted]	5	4
17	20	[redacted]	9	11	6	[redacted]	17	14	16
12	7	17	[redacted]	740	[redacted]	16	8	2	7
6	[redacted]	11	9	11	20 **	[redacted]	[redacted]	[redacted]	[redacted]

\* among other things...

\*\* and they never got in trouble for it.



# UNIT 10 TEST TIME

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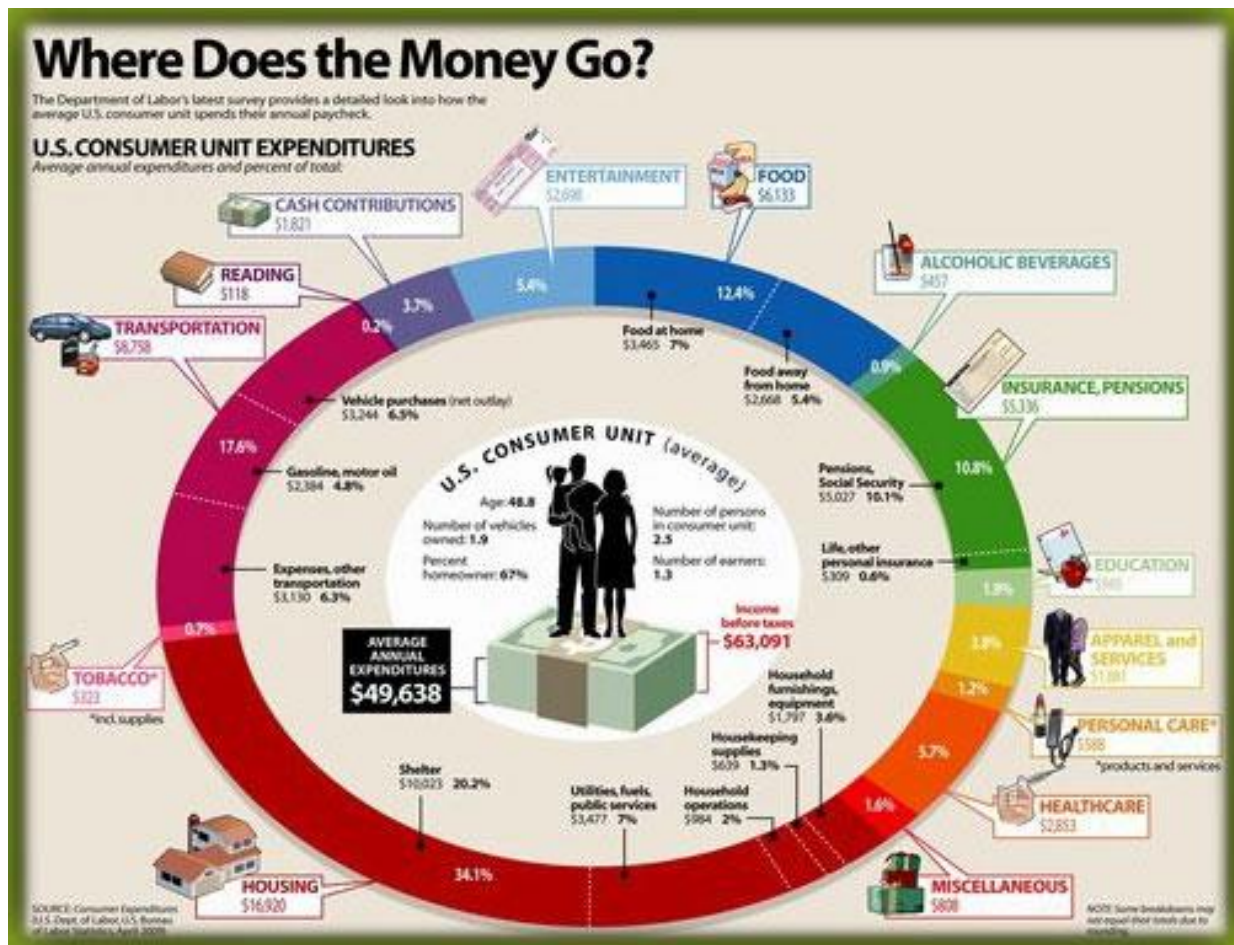
Extra Notes... Things I shouldn't forget!

# Seventh Grade Social Studies 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 \_\_\_\_\_

\_\_\_\_\_

Economics \_\_\_\_\_

\_\_\_\_\_

Income \_\_\_\_\_

\_\_\_\_\_

Investing \_\_\_\_\_

\_\_\_\_\_

Saving \_\_\_\_\_

\_\_\_\_\_

Spending \_\_\_\_\_

\_\_\_\_\_

**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?

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





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

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## ***Veteran Interviews***

**Follow these steps and turn in your written report. You might want to record the interview, then listen to it and write down what was said (this is called transcribing) so you're not writing the whole time the person you're interviewing is talking. Don't ask every question on this list. Pick a few from each section and let your interviewee talk about what he or she remembers. Don't interrupt, and don't ask them to stop talking. Enjoy! You are listening to history!**

### **Segment 1: For the Record:**

Make an introductory announcement at the start of each audio or video recording. Record on tape the date and place of the interview; the name of the person being interviewed; his or her birth date and current address; and the names of the people attending the interview, including the interviewer and his or her institutional affiliation or relationship to the interviewee and the name of the camera or recording operator if different than the interviewer. Ask the veteran what war(s) and branch of service he or she served in, what was his or her rank, and where he or she served.

### **Segment 2: Jogging Memory:**

Why did you join?

Do you recall your first days in service?

What did it feel like?

Tell me about your boot camp/training experience(s).

Do you remember your instructors?

### **Segment 3: Experiences:**

Which war(s) did you serve in (WWI, WWII, Korea, Vietnam, the Persian Gulf)?

Where exactly did you go?

What was your job/assignment?

Did you see combat?

Were there many casualties in your unit?

Tell me about a couple of your most memorable experiences.

Were you awarded any medals or citations?

### **Segment 4: Life:**

Ask questions about life in the service and/or at the front or under fire.

How did you stay in touch with your family?  
What was the food like?  
Was there something special you did for "good luck"?  
How did people entertain themselves?  
Where did you travel while in the service?  
Do you recall any particularly humorous or unusual event?  
What were some of the pranks that you or others would pull?  
Do you have photographs?  
Who are the people in the photographs?  
What did you think of officers or fellow soldiers?  
Did you keep a personal diary?

**Segment 5: After Service:**

Do you recall the day your service ended?  
What did you do in the days and weeks afterward?  
Did you make any close friendships while in the service?  
Did you continue any of those relationships?  
For how long?

**Segment 6: Later Years and Closing:**

What did you go on to do as a career after the war?  
Did your military experience influence your thinking about war or about the military in general?  
If in a veterans organization, what kinds of activities does your post or association have?  
Do you attend reunions?  
How did your service and experiences affect your life?  
Is there anything you would like to add that we have not covered in this interview?

**Thank the veteran for sharing his or her recollections.**

## Social Studies Extra Credit

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Media Type (circle):      BOOK              TV SHOW              MOVIE

Title: \_\_\_\_\_

Date watched/read: \_\_\_\_\_

Channel or author: \_\_\_\_\_

Book: AR point value \_\_\_\_\_              AR test grade: \_\_\_\_\_

Important facts -- Take notes as you read/watch, using bulleted points or an outline:

How does this relate to what we have learned or will learn this year?

Summarize what you read/saw:

What did you learn from this?

Your opinion of book/TV Show/movie: \_\_\_\_\_

## RANKING THE WORLD BY ECONOMIC FREEDOM

Rank	Country	Overall Score	Rank	Country	Overall Score	Rank	Country	Overall Score
1	Hong Kong	90.1	66	Ghana	64.2	132	Papua New Guinea	53.9
2	Singapore	89.4	67	Kazakhstan	63.7	133	Guinea	53.5
3	Australia	82.0	68	Montenegro	63.6	134	Mauritania	53.2
4	Switzerland	81.6	69	Portugal	63.5	135	Egypt	52.9
5	New Zealand	81.2	70	France	63.5	136	Cameroon	52.6
6	Canada	80.2	71	Panama	63.4	137	China	52.5
7	Chile	78.7	72	Thailand	63.3	138	Liberia	52.4
8	Mauritius	76.5	73	Trinidad and Tobago	62.7	139	Tajikistan	52.0
9	Ireland	76.2	74	Slovenia	62.7	140	Russia	51.9
10	Denmark	76.1	75	South Africa	62.5	141	Burundi	51.4
11	Estonia	75.9	76	Kuwait	62.3	142	Comoros	51.4
12	United States	75.5	77	Saudi Arabia	62.2	143	Guinea-Bissau	51.3
13	Bahrain	75.1	78	Paraguay	62.0	144	Laos	51.2
14	United Kingdom	74.9	79	Madagascar	61.7	145	Maldives	51.0
15	The Netherlands	74.2	80	Dominican Republic	61.3	146	Algeria	50.8
16	Luxembourg	74.2	81	Azerbaijan	61.3	147	Vietnam	50.8
17	Taiwan	73.9	82	Swaziland	61.2	148	Sierra Leone	50.5
18	Germany	73.4	83	Guatemala	61.2	149	Nepal	50.1
19	Finland	73.4	84	Samoa	61.1	150	Belarus	50.1
20	Sweden	73.1	85	Kyrgyz Republic	61.1	151	Ethiopia	50.0
21	Lithuania	73.0	86	Italy	60.9	152	Togo	49.9
22	Georgia	72.6	87	Croatia	60.4	153	Micronesia	49.8
23	Iceland	72.4	88	Zambia	60.4	154	Lesotho	49.5
24	Austria	72.4	89	The Philippines	60.1	155	Ukraine	49.3
25	Japan	72.4	90	Sri Lanka	60.0	156	Haiti	48.9
26	Czech Republic	72.2	91	Uganda	59.9	157	São Tomé and Príncipe	48.8
27	Botswana	72.0	92	The Gambia	59.5	158	Bolivia	48.4
28	United Arab Emirates	71.4	93	Vanuatu	59.5	159	Ecuador	48.0
29	Macau	71.3	94	Namibia	59.4	160	Angola	47.7
30	Qatar	71.2	95	Serbia	59.4	161	Central African Republic	46.7
31	South Korea	71.2	96	Lebanon	59.4	162	Burma	46.5
32	Norway	70.9	97	Mongolia	58.9	163	Uzbekistan	46.5
33	Saint Lucia	70.7	98	Burkina Faso	58.9	164	Kiribati	46.3
34	Colombia	70.7	99	Fiji	58.7	165	Solomon Islands	46.2
35	Belgium	69.9	100	Indonesia	58.5	166	Argentina	44.6
36	The Bahamas	69.8	101	Bosnia and Herzegovina	58.4	167	Chad	44.5
37	Malaysia	69.6	102	Nicaragua	58.4	168	Equatorial Guinea	44.4
38	Uruguay	69.3	103	Morocco	58.3	169	Congo, Rep. of	43.7
39	Jordan	69.2	104	Tonga	58.2	170	Timor-Leste	43.2
40	Brunei	69.0	105	Gabon	57.8	171	Turkmenistan	42.2
41	Armenia	68.9	106	Tanzania	57.8	172	Congo, Dem. Rep. of	40.6
42	Latvia	68.7	107	Côte d'Ivoire	57.7	173	Iran	40.3
43	Macedonia	68.6	108	Cambodia	57.4	174	Eritrea	38.5
44	Israel	68.4	109	Tunisia	57.3	175	Venezuela	36.3
45	Barbados	68.3	110	Moldova	57.3	176	Zimbabwe	35.5
46	Cyprus	67.6	111	Kenya	57.1	177	Cuba	28.7
47	Peru	67.4	112	Honduras	57.1	178	North Korea	1.0
48	Oman	67.4	113	Benin	57.1	N/A	Afghanistan	N/A
49	Spain	67.2	114	Brazil	56.9	N/A	Iraq	N/A
50	Poland	67.0	115	Belize	56.7	N/A	Kosovo	N/A
51	Hungary	67.0	116	Bhutan	56.7	N/A	Libya	N/A
52	Saint Vincent and the Grenadines	67.0	117	Seychelles	56.2	N/A	Liechtenstein	N/A
53	Costa Rica	66.9	118	Djibouti	55.9	N/A	Somalia	N/A
54	Albania	66.9	119	Greece	55.7	N/A	Sudan	N/A
55	Mexico	66.8	120	India	55.7	N/A	Syria	N/A
56	Jamaica	66.7	121	Guyana	55.7			
57	Slovak Republic	66.4	122	Mali	55.5			
58	Malta	66.4	123	Yemen	55.5			
59	El Salvador	66.2	124	Malawi	55.4			
60	Cape Verde	66.1	125	Senegal	55.4			
61	Bulgaria	65.7	126	Pakistan	55.2			
62	Romania	65.5	127	Niger	55.1			
63	Dominica	65.2	128	Mozambique	55.0			
64	Turkey	64.9	129	Nigeria	54.3			
65	Rwanda	64.7	130	Suriname	54.2			
			131	Bangladesh	54.1			

### ECONOMIC FREEDOM SCORE

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

