

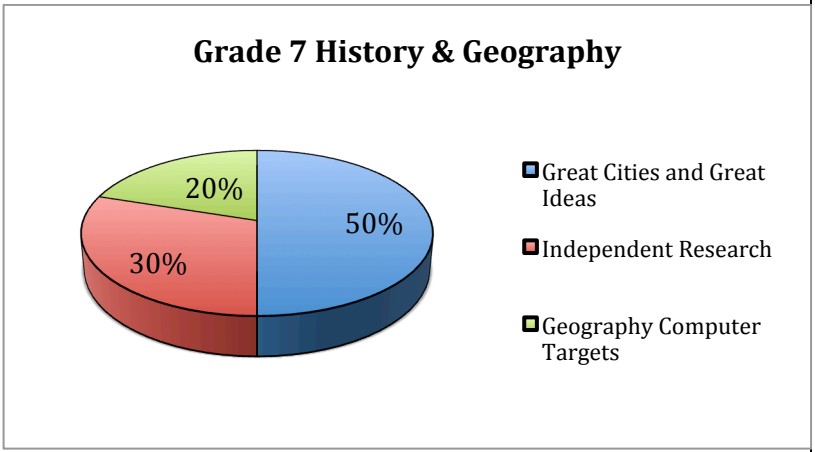
Grade 7: History and Geography

2013-2014 School Year

Welcome Scholars!
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study. After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!
Student Signature:
Parent/Guardian Signature:

Grade 7 History and Geography

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	**Grading Pie**
❑ Students set goals, track their own progress, and grade themselves. ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is ***excellence***.	

Notes:

The 7th Grade Project-Based History & Geography Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Some Projects end with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, students must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 3 Project work-periods a week. There are 48 Projects in total. There will not be class time set aside for you to work on all 48 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a purple box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be looked over.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY.**

Great Ideas and Great Cities

Core Knowledge Learning Targets

I. World War I: "The Great War," 1914-1918
  i. National pride and greed causes: European nationalism, militarism, and colonialism
  ii. German nationalism and militarism
    a. France cedes Alsace-Lorraine to Germany
  iii. Entangling defense treaties: Allies vs. Central Powers, Archduke Ferdinand assassinated
  iv. The Western Front and Eastern Front, Gallipoli, Lawrence of Arabia
  v. War of attrition and scale of losses: Battle of the Marne (1914), new war technologies
  vi. US neutrality ends: sinking of the Lusitania, "Make the world safe for democracy"
  vii. Armistice Day, Nov. 11, 1918, abdication of Kaiser Wilhelm II
    a. Treaty of Versailles
    b. New central European states and national boundaries
    c. German reparations and disarmament
    d. Woodrow Wilson's 14 Points

GREY BOXES = Foundation Project – May require oral exams completed with notes from class

PURPLE BOXES = Independent Projects – There is no guaranteed class time to work on these projects. The coordinating Foundation Project **MUST** be completed before Independent Project can be worked on. Each Independent Project is accompanied by a rubric.

1	***Untangle the Alliances Oral Exam***	Start	
Intro: *In 1914, a chain of events led European nations into World War I. Two great alliances faced off in the bloodiest conflict the world had ever seen. Act as one of the empires and see who your friends and enemies are!*		Due	

To receive credit for this Project:

- ❑ Be able to work in a group cooperatively. If you are asked to leave your group, you will not receive credit for this project.
- ❑ Work with your group to find out more about your chosen empire – complete group flag and worksheet given out in class
- ❑ Share information you learned about your empire with the rest of the class – you will need to listen to other groups' presentations to help you with the oral exam!
- ❑ Be able to pass an oral exam on your empire:
  - Identify the two alliances and who was in each
  - Identify what alliance your empire was apart of
  - Identify where your empire is located on a map
  - Share at least one fact about your empire, ranging from the type of government to their military strength
  - Share at least one fact about another empire you heard about from your classmates' presentations

2	***What caused "The Great War"?***	Start	
Intro: *It is the summer of 1914 in Europe and tensions are high. The continent has been divided into two rival camps. The countries in each camp have pledged to fight alongside one another in case of war. Suddenly the unthinkable happens. Find out what it is…*		Due	

To receive credit for this Project:

- ❑ Complete map of Europe (1914)
- ❑ Be able to pass an oral exam on the what caused WWI:
  - Anything on your notes is fair game to be asked during the oral exam
  - Identify the FOUR reasons that the stage was set for war – giving examples of each
  - Describe the SPARK that started the fire
  - Recall both alliances and which empires are in each

To Pass with Flying Colors:

- ❑ You sure do love making news updates about what happened in the past —now take your knowledge of the causes of WWI to the blog! Describe the FOUR reasons the stage was set for war, the spark that started the fire, and include which empires were in alliances – **Publish to your blog!**

3	***Recreate Two Shots in Sarajevo***	Start	
Intro: *The leader of a country you are allied with is assassinated. The dead leader's country blames a rival nation and declares war. The country calls on you to keep your word and join the war on its side. What will you do? First recreate the scene!*		Due	

To receive credit for this Project:

- ❑ Reenact the shooting that sparked WWI – there is more to it than just this!
- ❑ Use the resources in class and on the blog to find out more about the assassination – it didn't just happen once! **Any and all resources used MUST be printed and highlighted.**
- ❑ Write a plan of our video. This should include: an introduction to the video, all the dialogue included, the five w's (who, what, when, where, why), and a conclusion. **This must be complete and checked by Ms. Curry before moving onto the video.**
- ❑ Your video must:
  - Include dialogue – The dialogue must be accurate (find it in the resources in class)
  - Include WHERE it is taking place, WHO each person is, and WHEN the shooting took place
  - Real people CANNOT be used – get creative and use stuffed animals, paper dolls, Legos, animation app **(IF you used pivot or Styks last quarter for any project, you CANNOT use it again for this project)**
  - Video should be at least 30 seconds long
- ❑ **Publish it to your blog!**
- ❑ You must be able to pass an oral exam on all the information from above (ex. Who, when, where, etc.)

4	***Mobilizing for War***	Start	
Intro: *The war has begun. Battle lines will be drawn, but where and why?*		Due	

To receive credit for this Project:

- ❑ Complete notes on your map from Project 2 – Have you lost it? You will NOT get a new one and you will NOT receive credit for this project. You will have to be responsible to receive credit for this project.
- ❑ Color-code the alliances on your map from Project 1. Your map from Project 1 should show the Allied Powers in BLUE colored pencil and the Central Powers in YELLOW colored pencil.
- ❑ Be able to pass an oral exam on each empires war plan:
  - Anything on your notes is fair game to be asked during the oral exam
  - Identify the Central and Allied Powers AND the alliances
  - Describe the Schlieffen Plan – was it successful?
  - Identify the eastern and western fronts
  - Identify on a map where the Battle of the Marne took place – which front?
  - Identify who was fighting in the Battle of the Marne – who was successful
  - What is a war of attrition?

To Pass with Flying Colors:

- ❑ You sure do love making news updates about what happened in the past —now take your knowledge of the beginning of WWI to the blog! Describe the Schlieffen Plan, identify the Central and Allied Powers, and eastern and western fronts – **Publish to your blog!**

5	***WWI Firsts*** Double	Start	
Intro: *Machine guns, tanks, airplanes, submarines, the guide dog, tear gas… what do they all have in common? They were all new war technologies started during WWI. Research to find out more about one of the technologies you choose.*		Due	

To receive credit for this Project:

- ❑ Watch the WWI Firsts video – found on the blog
- ❑ Choose one of the new technologies WWI brought about and write a five paragraph essay, including:
  - A title – Get creative! *The Airplane* is **not** a good title
  - Who used the technology
  - How it was used
  - What did it do / what was the purpose
  - Was it successful
  - Do we use it now? How? Did it bring other technological advances
- ❑ Develop an outline for your paper. This should include: an introduction, three body paragraphs, and a conclusion. **Before moving on to the next step, show Ms. Curry your outline.**
- ❑ Write a rough draft of your essay. Your essay should include a hook, a thesis statement and topic sentences for each paragraph BEFORE Ms. Curry proofreads it! **Before moving on to the next step, show Ms. Curry your rough draft.**
- ❑ Follow the writing timeline to **publish it to your blog!**
- ❑ Create a 3D model of the new war technology – Minecraft does not count – it should be brought into class. Don't worry it doesn't need to be to scale or function. All parts of your model should be made out of things that are NOT sharp (paper, tinfoil, cardboard, etc.)

- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the video MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.

6	***Trench Warfare***	Double	Start	
	Intro: *You are a soldier fighting in the trenches during WWI. What was it like?*		Due	

To receive credit for this Project:

- ❑ Create a 3D model of the trenches (not Minecraft) – it should diagram **AND** label all parts of the trenches, including:
  - Front line
  - Communication trench
  - Support Trench
  - Reserve Trench
  - No Man's Land
- ❑ Identify what each part of the trenches above was used for. The description for each of the parts should be at least one paragraph.
- ❑ Use your knowledge of setting and mood and write a letter home or journal entry as if you were a soldier in the trench – describe your experience in the trenches (this should include factual information you researched about: what did they wear, what did they eat, what did they carry, what were the insides of the trenches like, etc.) – Follow the writing timeline to **publish to your blog!**
- ❑ **Post a video on your blog** describing all parts of your 3D model! BEFORE you film you need to write a script including an introduction, the information you will share, and a conclusion. Ms. Curry MUST check the script before you begin filming.

- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the video MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.

To Pass with Flying Colors:

- ❑ Read Rudyard Kipling's son fought in WWI and died. After never getting over the loss of his son, he wrote *Epitaphs of War.* Write your own epitaph for someone like Kipling's *Shock.*

7	***Dulce et Decorum Est by Wilfred Owen***	Start	
	Intro: *This isn't English class but we can still read some poems! This poem is one of the best-known poems of the First World War. The last line: Dulce et decorum est pro patria mori means "it is sweet and right to die for your country." Do you agree? Write to share!*	Due	

To receive credit for this Project:

- ❑ Read the poem *Dulce et Decorum Est* by Wilfred Owen
- ❑ Write your own poem about what it is like to be a soldier fighting in WWI – use your knowledge of the trench warfare

OR

- ❑ Write your own poem about what you know about WWI so far – why its starting/view against war/view for war/etc.

- ❑ Whichever you choose to write about should include at least three of the following:
  - Alliances / Empire names
  - Details about the shooting in Sarajevo
  - Schlieffen Plan
  - Eastern/Western fronts

Your poem must:

- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be at least three stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Follow the writing timeline to **publish on your blog!**

To Pass with Flying Colors:
❑ Read your poem on your blog (video or audio) with power and emotion!

8	***Christmas Truce***	Start ☛	
Intro: *German and British soldiers held various cease-fires around Christmas in 1914. They exchanged gifts and warm wishes with each other. Unfortunately, the truce did not last long enough. Find out why soldiers began fighting again.*		Due	

To receive credit for this Project:
❑ ~~Watch Joyeux Noel – will be watched the week of December 15th in class~~
❑ Write newspaper articles about the Christmas Truce
❑ You must complete a rough draft using the newspaper organizer – Ms. Curry should read this BEFORE moving onto *Pages.*
❑ The article should be created in *Pages* under the newsletter template. You should include at least one other smaller article that would have been written at the same time of your feature article. Include AT MOST three pictures.
❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
- Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.

❑ Your article should include:
- Where it took place
- Why it took place
- What was going on between the soldiers
- What did the truce show
- Why did soldiers begin fighting again
- When did they start fighting again
- Eye witness account

❑ Follow the writing timeline to **publish it to your blog!** – If writing a newspaper article, it MUST be written in newsletter template in Word or Pages!

9	**Make the World Safe for Democracy Oral Exam**	Start ☛	
Intro: *How did the United States get involved? Should we have intervened? You be the judge after hearing more about it today.*		Due	

To receive credit for this Project:
❑ Complete Road to the US entering WWI
❑ Be able to pass an oral exam on the US entering WWI*:*
- Anything on your notes if fair game to be asked during the oral exam
- The reasons for the United States entering WWI
- At least one of the battles (I will randomly choose one)
- How the reasons to enter WWI were similar to the reasons we entered the Spanish American War

To Pass with Flying Colors:
❑ You sure do love making news updates about what happened in the past —now take your knowledge of the US entering WWI to the blog! Describe what happened – Who, What, When, Where, Why – should be included in the video – **Publish to your blog!**

10	***Woodrow Wilson Biography***	Start ☛	
Intro: *Remember how much you learned about the "Teddy Bear President"? Now you will learn about the "Schoolteacher President" in your biography about Woodrow Wilson.*		Due	

To receive credit for this Project:

- ❑ Complete graphic organizer for Woodrow Wilson's biography
- ❑ Develop an outline for your paper. This should include: an introduction, three body paragraphs, and a conclusion. **Before moving on to the next step, show Ms. Curry your outline.**
- ❑ Write a rough draft of your essay. Your essay should include a hook, a thesis statement and topic sentences for each paragraph BEFORE Ms. Curry proofreads it! **Before moving on to the next step, show Ms. Curry your rough draft.**
- ❑ Follow the writing timeline to **publish it to your blog!**
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the video MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.

Your biography must include:

- ❑ Introduction → Background (name, birth, death) / Early Life (where he grew up, family life) / Challenges he faced / how he overcame them / Significant life events – What is he known for? His role in WWI? / Conclusion → Late Life (how he spent the end of his life, how he died)
- ❑ Contain a topic sentence for EACH paragraph
- ❑ Contain specific facts, examples, or quotations (from your research)
- ❑ Show a variety of sentence lengths and structures
- ❑ Follow basic rules of grammar, spelling, and punctuation

To Pass with Flying Colors:

- ❑ Come to school dressed as Woodrow Wilson. When people ask who you are, be prepared to tell them all about yourself.

11	**14 Points to Peace**	Start ☛	
Intro: *You have heard Woodrow's plan for peace, now tell us your idea. Write your own points to peace for the world to follow. Hopefully you have better luck than Woodrow!*		Due	

To receive credit for this Project:

- ❑ Have a completed graphic organizer—including the effects of WWI and outcome of the Treaty of Versailles
- ❑ Act as your original empire/country and answer this question: *Was the Treaty of Versailles fair to your empire/country?*
- ❑ Write a paragraph giving AT LEAST three reasons to DEFEND your opinion.

- ❑ Write your own plan to peace like Wilson – Needs to be between 7 and 14 points
- ❑ Points should be what you think the world should do in order to be peaceful and stop any world wars from happening again.
- ❑ Publish your plan of peace onto your blog. Blog post **must include**:
    - A sentence describing who Woodrow Wilson is (Isolationist? Imperialist?)
    - Several sentences describing what the 14 Points to Peace were (What were they designed to do? / When were they written? Why were they written?)
    - Several sentences describing what Woodrow Wilson's points were in your own words (not bulleted or numbered)
    - A sentence describing why the 14 Points weren't followed

Your paragraph must:

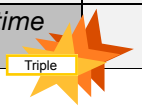
- ❑ Contain a thesis statement with THREE reasons
- ❑ Contain specific facts, examples, or quotations (from your notes/own research)
- ❑ Show a variety of sentence lengths and structures
- ❑ Follow basic rules of grammar, spelling, and punctuation

- ❑ Follow capitalization rules!
- ❑ **Publish to your blog once passed!**

To Pass with Flying Colors:

❑ You sure do love making news updates about what happened in the past —now take your knowledge of the end of the war to the blog! Describe what happened – Who, What, When, Where, Why – should be included in the video – **Publish to your blog!**

12	***WWI Time Capsule – Show Off What You Know***	Start	
Intro: *You just learned all about the "War to End all Wars", what would you put in a time capsule to share with someone 100 years from now.*		Due	



To receive credit for this Project:

❑ Fill a shoebox (or any similar box) with at least six artifacts that describe/share your knowledge of WWI.
- Artifacts should not all be pictures (maximum of one picture per artifact box)
- Artifacts should span from the beginning of the quarter to the end – review your project tree to get ideas!

❑ Each artifact should come with a write-up (at least ten sentences typed). You are proving you are an expert on this topic. This will include:
- What the artifact is and what it represents
- Why it was chosen – What is its historical significance
- How it relates to WWI
- Who, What, When, Where, Why, How

❑ The outside of your box should be decorated with appropriate pictures/words/descriptions – get creative!

❑ Share your artifacts and time capsule by **publishing a video to your blog.** Each artifact must be explained when you take it out of the box.

❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
- Evidence found for your time capsule MUST be highlighted/noted on your resources. You will be asked to prove the information you share in your time capsule by pointing to highlighted evidence from your resources.

Independent Reading and Research

Core Knowledge Learning Targets/California Language Arts Standards

I. World War I: "The Great War," 1914-1918
- i. National pride and greed causes: European nationalism, militarism, and colonialism
- ii. German nationalism and militarism
  - i. France cedes Alsace-Lorraine to Germany
- iii. Entangling defense treaties: Allies vs. Central Powers, Archduke Ferdinand assassinated
- iv. The Western Front and Eastern Front, Gallipoli, Lawrence of Arabia
- v. War of attrition and scale of losses: Battle of the Marne (1914), new war technologies
- vi. US neutrality ends: sinking of the Lusitania, "Make the world safe for democracy"
- vii. Armistice Day, Nov. 11, 1918, abdication of Kaiser Wilhelm II
  - i. Treaty of Versailles
  - ii. New central European states and national boundaries
  - iii. German reparations and disarmament
- viii. Woodrow Wilson's 14 Points

1	**Preface: War, Peace, and All That Jazz – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

❑ Read a page 9 – 12 in *War, Peace, and All That Jazz (Book 9)*

❑ Oral Exam will include any and/or all of the following questions:
- Who is Gavrillo Princip? What did he do?
- What was going on in Mexico?

- Explain random selection
- Interesting fact you learned

2	**Chapter 36: A Schoolteacher President – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

❑ Read a page 189 – 192 in *An Age of Extremes (Book 8)*

❑ Oral Exam will include any and/or all of the following questions:

- How did Woodrow Wilson overcome his childhood learning difficulties?
- What were some of Woodrow Wilson's goals as governor of New Jersey and president? (At least 3 things)
- What were Wilson's ideas about foreign affairs?
- Explain random selection
- Interesting fact you learned

3	**Chapter 1: War's End – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

❑ Read a page 13 – 16 in *War, Peace, and All That Jazz* (Book 9)

❑ Oral Exam will include any and/or all of the following questions:

- What took place on November 11, 1918?
- What events led to America's entry into the war?
- What did President Wilson want after the war?
- Explain random selection
- Interesting fact you learned

4	**Chapter 2: Fourteen Points – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

❑ Read a page 16 – 20 in *War, Peace, and All That Jazz (Book 9)*

❑ Oral Exam will include any and/or all of the following questions:

- What is espionage?
- What points of view did Wilson fail to understand in suggesting a generous peace?
- If Wilson had 7 points instead of 14, would it have made a difference?
- How did the treaty deal with Germany?
- What happened to the League of Nations?
- Explain random selection
- Interesting fact you learned

5	***All Quiet on the Western Front or WWI fiction/non-fiction reading***	Start ☛	
		Due	

To receive credit for this Project:

- ❑ After reading *All Quiet on the Western Front* by Erich Maria Remarque pass an oral exam (You may also read any fiction or non-fiction book about WWI you may have, check with Ms. Curry before beginning)
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.
- ❑ You will receive credit for your Independent Reading Pie

To Pass with Flying Colors:

- ❑ Find out what the Meat Inspection Act (1906) and the Pure Food and Drug Act (1906) were aimed to do. Do you think they are necessary?

6	**Go to the Movies – *Lawrence of Arabia* / *Gallipoli***	Start ☛	
Intro: *Interested watching more about WWI? Rent these movies and write your thoughts in a Movie Review organizer… maybe Rotten Tomatoes will publish it!*		Due	

To receive credit for this Project:

- ❑ Watch either movie – we will hold a class viewing afterschool for one of the movies – date TBA
- ❑ Complete a movie review graphic organizer – given out in class and located on blog
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - How it relates to WWI
  - Explain random part of movie
  - Rate it 1 – 5.

7	**Christmas Truce**	Start ☛	
Intro: *Radio plays were not developed until the 1920s but if they were created during WWI this script would have been used. Use your knowledge of the Christmas Truce to create a radio play using the aide of the Junior Scholastic magazine.*		Due	

To receive credit for this Project:

- ❑ Develop an "ear-catching" radio play reading the script of the Christmas Truce from the Junior Scholastic magazine – located in the classroom and on the blog.
- ❑ Each performer should know their parts and should not be stumbling over their words. Read through the script several times before recording.
- ❑ Background music and sound effects should be used where appropriate.

8	**Community Service – Give Back for At Least TEN Hours**	Start ☛	
		Due	

To receive credit for this Project:

- ❑ Find a local organization to volunteer your time at. OR volunteer in K-3 classrooms. Organizations can include, but are not limited to: your local church (or other organization you may be affiliated with), StandUp for Kids, or Father Joe's Villages.
- ❑ Take a picture or yourself during your time volunteering to display on your blog.
- ❑ Each hour you volunteer MUST be documented on an OTA Community Service Report – located on the blog.
- ❑ Write one paragraph detailing **who** you helped, **where** you helped, **what you learned**. You should also include information about the organization you worked with, **who do they help, how do they help them, etc**. Display your paragraph on your blog with your picture.

1-8	**Newspaper Updates**	Start ☛	
Intro: *Have you ever heard that History repeats itself? Let's make sure we stay up to date on what is happening in San Diego, the United States, and in the world.*		Due	

To receive credit for this Project:

- ❑ Bring in newspaper article – must be printed or from actual newspaper
    - Article should be one that comes from the Union Tribune, The New York Times, The Washington Post, The LA Times, The Boston Globe, etc.
- ❑ Complete summary on Newspaper Update organizer
- ❑ Locate where your newspaper article takes place in the world on the map
- ❑ Be prepared to share your article with the class – Five students will be randomly called to share their summary each week