7TH GRADE SOCIAL STUDIES

OKLAHOMA
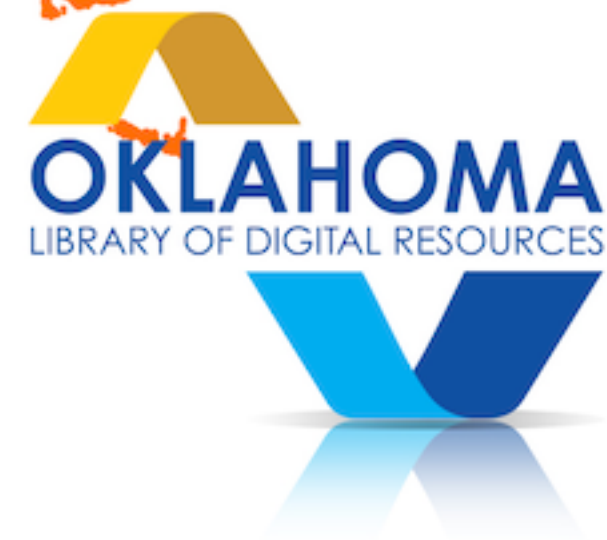LIBRARY OF DIGITAL RESOURCES

The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.
We appreciate our sponsors:

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:
- Resources are now an Open Education Resource (OER) "book" format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students' mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. This is a major change.
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR

The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.

Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just "skim the surface" learning.

Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the "supplies box."

In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

GEOGRAPHY SKILLS & TOOLS

MAP SKILLS/MENTAL MAPPING

7.1.1 Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

7.1.2 Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

7.1.3 Explain the relationship between the continents, world oceans, and major cultural regions.

7.1.4 Integrate visual information and apply the skill of mental mapping of the political and physical features of the Earth's surface in order to organize information about people, places, and environments.

7.1.5 Integrate visual information, draw conclusions, and make predictions from geographic data; analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.

7.1.6 Describe and analyze the role of geographic factors on current events and issues.

7.2.1 Identify on a physical map the major landforms and bodies of water of each region

Evidence of Understanding

Student will be able to identify and explain the tools of geography by applying the concepts of scale, distance, direction, and location. Students will also be able to explain the relationships between continents, water, cultural regions, by using visual information to draw conclusions and describe the roles of geographic factors on current events.

Digital Tools

- *Virtual Application* - Google Expedition, VR

- *Digital Portfolio* - Seesaw, Book Creator

- *Student Response* - Flipgrid

- *Presentation* - Keynote, Google Slides, Microsoft Powerpoint, Prezi

- *Map Tools* - Google Maps, Apple Maps, Google Earth, Lizardpoint,

- *Mind Mapping Application* - Simple Mind + Mind Mapping, Padlet, GitMind

- *Content Application* - Ted Talks, Youtube

- *Graphic Organizer* - Popplet, Paper,

In Practice

- Students will create a rap, song, or mnemonic device to explain the concept of direction, relative location, absolute location, scale, latitude and longitude.

- Students will create a physical or digital representation, such as a salt-dough map or drawings, or use a photo editor of various types of maps to identify their use and properties.

- Students will work in groups to digitally explore how landforms impact growth of populations using a virtual application such as Google Expedition. Then group members will discuss the impact on population.

- Students will identify and be able to explain, using a mind mapping application such as Padlet, how landforms impact political boundaries.

- Students will be able to identify and explain the importance of elements of a map and map features in a visual and oral presentation.

- Students will create a graphic organizer that compares and contrast the major elements of all of the various map types and their uses.

- Students will craft digital and physical representation demonstrating their mental mapping skills using a mind mapping application.

PHYSICAL SYSTEMS - EASTERN HEMISPHERE

RENEWABLE AND NON-RENEWABLE RESOURCES

7.2.2 Describe the distribution of major renewable and nonrenewable resources of each region.

7.2.3 Explain how the competition for scarce resources can cause economic and political conflict and cooperation.

7.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment.

Evidence of Understanding

Students will work in small groups to analyze physical features, characteristics, and distribution of resources, and how the scarcity of resources can cause economic and political conflict or cooperation.

Digital Resources

- *Presentation* - <u>Keynote</u>, <u>Microsoft Powerpoint</u>, <u>Google Slides</u>

- *Video Editor* - <u>Clips</u>, <u>WeVideo</u>, <u>iMovie</u>, <u>Loom,</u> <u>PowerDirector</u>

- *Spreadsheet* - <u>Numbers</u>, <u>Google Sheets</u>, <u>Microsoft Excel</u>

- *Polling Application* - <u>Poll Everywhere</u>, <u>Plickers</u>, <u>Survey Monkey</u>

- *Photo Library* - <u>Pics4Learning</u>, <u>Photos 4 Class</u>

In Practice

- Students will survey the students, staff, and community, using an app such as Poll Everywhere or Survey Monkey to determine the level of recycling awareness.

- Students will design a recycling project based on the results of the survey and in collaboration with the school and local community to increase recycling efforts.

- Students will create an ad campaign using Clips or a similar video app to bring awareness to their project.

- Students will implement their project and collect and analyze data before, during and follow up on the project.

HUMAN SYSTEMS - EASTERN HEMISPHERE

HUMAN POPULATION

7.3.1 Identify on a political map the major countries and population centers of each region.

7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.

7.3.4 Evaluate and summarize the impact of geography on population distribution, density, growth, change, settlement patterns, the availability of resources, and migration, including push and pull factors.

7.3.5 Describe reasons for and analyze from multiple perspectives the challenges and benefits of migration on indigenous and immigrant populations.

7.5.1 Define the concept of region and explain how and why regions change over time through physical and human processes which operate to modify the Earth's surface.

Evidence of Understanding

Students will identify regions/countries in the Eastern Hemisphere and compare and contrast different population and cultural patterns of migrations, push and pull factors, population densities, languages, social systems, and growth.

Digital Resources

- *Spreadsheet*- Numbers, Google Sheets, Microsoft Excel

- *Digital Portfolio* - Seesaw, Book Creator

- *Presentation* - Keynote, Google Slides, Microsoft Powerpoint

- *Bulletin Board* - Padlet

- *Student Response* - Quizizz, Plickers, Google Forms, Flipgrid, Kahoot

- *Polling Application* - Poll Everywhere, Plickers, Survey Monkey,

- *Photo Library* - Pics4Learning, Photos 4 Class

In Practice

- Students will compete in a March Madness (bracket style) contest of what is the best country/region to live in the Eastern Hemisphere. (Can use different acronyms such as PERSIA: Political, Economic, Religion, Social, Intellectual, Arts.)

- Students will create digital (or hard copy) maps using Google sheets showing the locations and populations of countries.

- Students will create charts in a spreadsheet (or paper) showing the Economic growth patterns of their country/region.

- Students will create flow charts of different migration patterns of all races and ethnicities to and from that region/country using excel or similar apps.

- Students will explain the different languages spoken, social and traditional practices, and resources/jobs found in that region.

- Students will present in a debate style setting why their country is the best place to live and argue why others are not. Each student will have a certain amount of time to show their country using either video or presentation and then time for rebuttal.

- Students will vote using a polling app, like Pollo, at the end of each presentation and the tournament will begin.

HUMAN-ENVIRONMENT INTERACTION: AGRICULTURE

7.4.1 Analyze the impact of climate events, weather patterns and natural disasters on human populations and the environment, resulting in forced migrations, scarcity of consumer goods, economic activities, and loss of life.

7.4.2 Explain how climate change is affecting environments and human populations.

7.4.3 Explain the differences among subsistence, cash crop and commercial agriculture, including the impact on economic development.

7.4.4 Evaluate the effects of human modification of and adaptations to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.

Evidence of Understanding

Students will be able to identify and explain different climate regions, zones, and weather patterns found in regions in the Eastern Hemisphere and how those weather patterns effect human settlement and populations.

Digital Resources

- *Video Editor* - Clips, WeVideo, iMovie, Green Screen, Loom, PowerDirector

- Camera

- *Presentation* - Keynote, Microsoft Powerpoint, Google Slides

- *Photo Library* - Pics4Learning, Photos 4 Class

In Practice

- Students will create a "Weather Report" of regions in the Eastern Hemisphere and present their report to the class. (groups recommended)

- Students will choose a place in the Eastern Hemisphere and make a presentation or video using Green Screen or similar app, that give the weather report of that place and how that weather has effected the people.

- Students must identify and define the type of climate/weather in that region and then explain how that climate has effected: human settlement, crops, staples of food, architecture, and jobs.

- Students can create a video of their weather report using Cameras, and video editor, or Green Screens.

- Students can create a Presentation using Google Slides or similar app, and give their weather report to the class in person or insert presentations with in their video.

- Students in the class must takes notes on each weather report and then at the end of all reports students must write a 7 sentence paragraph about what place they were prefer to live and why.

HUMAN-ENVIRONMENT INTERACTION: CLIMATE

7.4.5 Summarize the role of ecotourism in creating environmental awareness of resources, climate, cultures and wildlife.

7.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment.

Evidence of Understanding

Students will be able to define ecotourism, identify different environmental resources, habitats, and demonstrate climate/environmental friendly practices.

Digital Resources

- Camera

- *Video Editor* - Clips, WeVideo, iMovie, Green Screen,

- *Spreadsheet*- Numbers, Google Sheets, Microsoft Excel

- *Map Tools* - Google Maps

- *Photo Library* - Pics4Learning, Photos 4 Class

In Practice

- Students will create their own "Ted Talk" of places in the Eastern Hemisphere that are in need of environmental awareness using Clips or a similar video editor app.

- Students will explain the resources that the place has and is lacking. Students will explain the conservational efforts that people from all over the world can do to help that place.

- Students can design a plan using eco-friendly practices using a word processor.

- Create a cost comparison chart of traveling non eco-friendly vs eco-friendly using Google Sheets or a similar app.

- Students can demonstrate/explain what environmental friendly travel looks like using a video app or Presentation.

GOVERNMENT & ECONOMIC SYSTEMS

GOVERNMENT SYSTEMS

7.3.7 Compare the structures of representative governments and authoritarian systems.

7.3.8 Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.

7.3.10 Explain the role of government policies in utilizing wealth from natural resources to finance development.

Evidence of Understanding

Students will compare and contrast government systems utilized in two countries within the Eastern Hemisphere. They will examine how leaders are chosen, governing body, the role of the citizen (voting process) and the branches within each government.

Digital Resources

- *Portfolio Application* - Seesaw, Book Creator

- *Word Processor* - Pages, Google Docs, Microsoft Word

- *Presentation* - Keynote, Google Slides, Microsoft Powerpoint, Nearpod, Peardeck

- *Student Response* - Quizizz, Plickers, Google Forms, Flipgrid

- *Website* - Pics for Learning, Photos for Class

- *Graphic Organizer* - Popplet, Paper, Explain Everything

In Practice

- Students will identify and define types of government systems by creating a graphic organizer such as Popplet.

- Students will pick two countries in the Eastern Hemisphere with differing systems and compare and contrast the government system in use.

- Students will create a presentation of their findings, and share that with their peers.

- Students will create a game challenge to test the knowledge of their classmates.

ECONOMIC SYSTEM

7.3.6 Describe the distribution of resources and evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a country or region.

7.3.9 Identify and explain the advantages and disadvantages of traditional market and command economic systems.

7.3.11 Assess the influence of economic development and distribution of wealth on society.

7.3.12 Distinguish between developed and developing regions using the Human Development Index; analyze data used by geographers, including literacy rate, life expectancy, infant mortality, and per capita income.

Evidence of Understanding

Students will be able to explain how the three levels of economic activities, and the four factors of production help to define developed and developing countries. They will also collaborate to identify the advantages, disadvantages, and the distribution of wealth on society in different countries in the Eastern Hemisphere.

Digital Resources

- *Portfolio Application* - Seesaw, Book Creator

- *Word Processor* - Pages, Google Docs, Microsoft Word

- *Presentation* - Keynote, Google Slides, Microsoft Powerpoint, Nearpod, Peardeck

- *Student Response* - Quizizz, Plickers, Google Forms, Flipgrid

- *Website* - Pics for Learning, Photos for Class

In Practice

- Students will identify and define types of economic systems by creating a graphic organizer using Google Docs, Slides, or similar applications.

- Students will pick two countries in the Eastern Hemisphere with differing systems and compare and contrast the economic system in use.

- Students will use a presentation app such as Keynote, Google Slides, or similar application to document their findings and share with their peers.

- Students will create a game challenge to test the knowledge of their classmates.

GLOBAL INTERDEPENDENCE, CULTURE AND TRADE

CULTURE

7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.

7.3.3 Evaluate the impact of a region's major religions, including geographic hearths, major beliefs, customs, and the significance of religion in contemporary societies; explain how religion can both unify or divide people.

7.5.2 Describe how cultural diffusion, both voluntary and forced, impacts society.

7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.

7.5.7 Describe how political, economic, and cultural forces challenge contemporary political arrangements leading to the devolution of states (civil wars, terrorism, genocide, and ethnic separatism).

Evidence of Understanding

Students will be able to define culture using the characteristics of religion, language, traditions, to include local, regional, global cultural hearths. They will also be able to explain through research and discussion the political, economic, and social challenges to cultural diversity.

Digital Resources

- *Content Application* - Newsela, CNN10, Frontline News

- *Photo Editor -* Pic Collage, Adobe Spark, Canva, Loom, PowerDirector

- *Word Processor* - Pages, Google Docs, Microsoft Word

- *Map Tools* - Google Maps, Apple Maps, Google Earth

In Practice

- Students will create a visual and oral representation, using a photo editor and/or a word processor, to show the cultural diversity at various levels for example within their classroom/hallway/building/community.

- Students will discuss in a model "Global Summit" through role play, the perspectives of the stakeholders (refugees, Government leaders, average citizens, major nations) involved in political or cultural conflicts and/or cooperation.

- Students will create a shared document such as Google Docs or a similar word processor in a whole group setting (Federalist Papers, contract, or peace agreement) listing the issues, cause and effect, ideas to build cooperation to come to a consensus.

- Students will write a reflection about lessons learned during the role play discussion, difficulties of building "global" cooperation, and the effects of cultural diversity and diffusion in their daily lives.

TRADE

7.5.3 Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.

7.5.4 Explain patterns of global economic interdependence and world trade, focusing on the concepts of balance of trade, supply and demand; compare the economic measurements of productivity, Gross Domestic Product (GDP) and Gross National Product (GNP).

7.5.5 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.

Evidence of Understanding

Students will be able to explain the concept of global interdependence and how global interdependence impacts supply and demand and trade. They will also explore and explain how global interdependence affects outsourcing, manufacturing, and availability of resources in developed and developing nations.

Digital Resources

- *Content Application* - Ted Talks, Youtube, Newsela, CNN10, Fake News & Charts

- *Video Editor* - Clips, WeVideo, iMovie,

- *Spreadsheet* - Numbers, Google Sheets, Microsoft Excel

- *Mapping Tools* - Google Maps, Apple Maps, Google Earth, Lizardpoint

- *Online Graphing Tool* - Create a Graph

In Practice

- Students will create a visual timeline of current and predicative developed and developing nations.

- Students will create a visual display explaining GDP and GNP and the differences between the two concepts.

- Students will create a news story using a video editor, or Fake News & Charts app, or similar app to explain changing trade routes and explore how technology has changed global trade.

- Students will create a news article using a word processor or apps, #FakeNews, or Fake News & Charts to highlight the impact of technology integration in developing countries.

- Students will create a visual advertisement using a photo or video editor such as Clips or iMovie to be added to a social media site describing outsourcing and its impact on a nation, picking a side either for or against.

RESOURCES

TEACHER RESOURCES

- Oklahoma Alliance for Geographic Education
- Geography 101 (Oklahoma Alliance for Geographic Education resource link)
- CIA Library
- History.com
- World-O-Meters
- My Classroom Economy
- Inquiry Design Model
- Tribal Sovereignty in the Eastern Hemisphere (Oklahoma Council for the Social Studies resource)
- Essential Readings for the Eastern Hemisphere (OCSS resource)
- Classroom-ready presentations (OCSS resource)
- Technology Tools and lesson plans (OCSS resource link)
- https://www.icivics.org/

STUDENT RESOURCES

- [Google TourBuilder](#)
- [Smithsonian Learning Lab](#)
- [Sheppardsoftware.com](#)
- [World Geography Games](#)
- [Google LIT Trips](#)