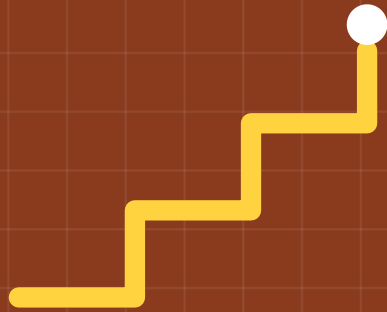




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GRADE 7

FREE SAMPLE WORKBOOK

History & Social Studies Grade 7

One step at a time. · Ages 12–13 · Free sample: 1 of 8 topics

UO-HIST-7

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC

Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgement over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

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How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

1. **① Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.
2. **② Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.
3. **③ We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.
4. **④ You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.



How to use this History & Social Studies book in Grade 7

Pace

Plan on 1 to 2 weeks for each of the 8 topics, about 8 to 16 weeks for the book, in 2 to 4 sessions a week.

A typical session

A 40 to 45 minute session runs Quick Check, Learn It, We Do It Together, and a block of You Try questions, with Show What You Know saved for its own day at the end of the topic.

Tips for this book

- Keep a map of Europe, Africa, and Asia open for Gold, salt and the empires of West Africa and The Mongol Empire and the Eurasian exchange.
- Why did the Western Roman Empire fall? asks your student to weigh several causes; make a list of causes and rank them with reasons.
- For Magna Carta and limits on a king, read a few clauses in plain words and connect them to rules and rights we have today.
- Encourage your student to check their own work with the answer key and add one sentence about any answer they change.

Your seventh grader is studying how empires, faiths, and ideas shaped the medieval world, and your discussions help them connect the past to today.

GRADE 7

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History & Social Studies: Grade 7

Free Sample Workbook · Ages 12–13 · 1 of 8 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

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Topic 1 · Why did the Western Roman Empire fall?	7
<i>Weigh the relative influence of political, economic and military causes of the fall of the Western Roman Empire D2.His.15.6-8</i>	
Quick Check 7 · Learn It 9 · We Do It Together 11 · You Try 13 · Answer Key 15	



Why did the Western Roman Empire fall?

Evaluate the relative influence of political, economic and military causes of the fall of the Western Roman Empire.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

- Which city later ruled the west?
A Athens **B** Carthage **C** Constantinople **D** Ravenna
- What does 'relative influence' mean?
A How many people knew **B** Who wrote about it
C How old a cause is, measured from the date of the first event
D How much one cause mattered compared with others
- Debasing coins means what?
A Making them gold **B** Putting less silver into them **C** Making them heavier by adding more silver
D Stamping them twice
- A coin's silver falls from 50% to 10%. How many percentage points?
A 5 **B** 10 **C** 40 **D** 50
- How did plague contribute?
A It raised taxes by bringing new wealth to Rome **B** It helped trade **C** It ended wars
D It could reduce population, taxes and soldiers
- A border has 120 forts. One third fall. How many remain?
A 40 **B** 80 **C** 90 **D** 100
- What does 'sacked' mean in 'the Visigoths sacked Rome'?
A Built the city **B** Defended the city **C** Attacked and plundered the city
D Ruled the city for many years after taking it
- Which pairs an event with its year?
A The Huns sacked Rome in 476 CE **B** The Vandals sacked Rome in 410 CE
C The Visigoths sacked Rome in 455 CE **D** The Visigoths sacked Rome in 410 CE

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9. Which statement best compares political and military causes?

- A They are unrelated because soldiers did not take part in politics
- B Military causes came first
- C Instability at the top weakened defense at the borders
- D Politics ended the army

10. A town loses its tax income because trade collapses. What follows?

- A More trade
- B Less money for defense
- C No effect
- D More money for defense because merchants pay higher taxes

② Learn It

Key words

- **Western Roman Empire:** The western half of the Roman Empire, ruled from Rome and later Ravenna
- **Eastern Roman Empire:** The eastern half, ruled from Constantinople; later called the Byzantine Empire
- **inflation:** A general rise in prices, which makes money worth less
- **mercenary:** A soldier paid to fight for a country that is not their own
- **relative influence:** How much one cause mattered compared to others

Warm-up

1. Ask: when a sports team has a terrible season, is it usually one reason or several? Discuss.
2. Explain that historians have argued about Rome's fall for centuries.

When a team loses, it's rarely just one thing. Rome is the same.

Teach

1. Set the frame: in 476 CE the Germanic leader Odoacer removed the last western emperor, Romulus Augustulus. The Eastern Roman Empire continued until 1453.
2. Political causes: frequent civil wars and assassinations (in the 3rd century, dozens of emperors in about 50 years), corruption, and the 285 CE split of the empire for easier rule.
3. Economic causes: heavy taxes, debased coins leading to inflation, disrupted trade and reliance on enslaved labor.
4. Military causes: long borders that were hard to defend, reliance on mercenaries with weak loyalty, pressure from groups like the Goths and Vandals, often pushed west by the Huns. The Visigoths sacked Rome in 410 CE and the Vandals in 455 CE.
5. Other factors historians discuss: plague, climate shifts, and the move of wealth and power to the East.
6. Teach 'relative influence': rank causes and explain why one mattered more, using evidence. Note historians disagree; some even prefer to speak of a slow 'transformation' rather than a sudden fall.

Historians disagree about which cause mattered most. Your job is to weigh the evidence and make a case.

Guided practice

1. Write each cause on a card. Have the student sort them into political, economic and military piles.
2. Have the student rank the three piles from most to least influential and defend the ranking aloud.

Sort the cards, then rank them. Convince me your top cause is the biggest.

Worked examples

How did debasing coins hurt Rome's economy?

Emperors mixed less silver into coins to make more of them. Each coin was worth less, so prices rose (inflation), savings lost value and trade suffered.

How could political instability weaken the army?

Generals fought each other for the throne, pulling soldiers away from the borders and leaving frontiers open to invasion.

Watch for these mistakes

Mistake: Rome fell in one day when invaders attacked.

Fix: Explain it was a long process over centuries; 476 CE is a symbolic date chosen by historians.

Mistake: The whole Roman Empire fell in 476.

Fix: Only the western half fell. The Eastern Roman (Byzantine) Empire lasted almost 1,000 more years until the Ottomans took Constantinople in 1453.

③ We Do It Together: 10 questions

Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.

1. Why was a big army expensive?

- A** Soldiers had to be paid and supplied **B** Soldiers were rare **C** Soldiers paid taxes
D Soldiers worked for free because the army was made of volunteers

Answer: A Soldiers had to be paid and supplied

Why: A big army had to be paid and supplied, and these costs required heavy taxes.

2. What do some historians prefer to say instead of 'fall'?

- A** Revolution **B** Triumph, since Rome grew stronger in new forms **C** Reform **D** Transformation

Answer: D Transformation

Why: Some historians say transformation because Roman culture continued in new forms.

3. Which Roman legacy continued after 476?

- A** Roman rule over all of Europe **B** The western emperor's court at Rome and its laws about taxes
C Roman law and the Latin language **D** The western Roman legions

Answer: C Roman law and the Latin language

Why: Roman law, language and Christianity continued after 476, even though the western emperor was gone.

4. Which empire half lasted almost 1,000 more years?

- A** The Western Roman Empire **B** The Mongol Empire **C** The Eastern Roman Empire **D** The Persian Empire

Answer: C The Eastern Roman Empire

Why: The Eastern Roman Empire, later the Byzantine Empire, lasted until the Ottomans took Constantinople in 1453.

5. A coin lost 20 percent of its silver each decade for two decades. If it began with 100 units, how many remain?

- A** 40 **B** 60 **C** 64 **D** 80

Answer: C 64

Why: After one decade it has 80 units, and after a second it has 80 times 0.8, which is 64.

6. What was the effect of inflation on savings?

- A** They gained value **B** They lost value **C** They were taxed **D** They doubled

Answer: B They lost value

Why: When prices rose, savings bought less, so they lost value.

7. How did debasing coins hurt Rome's economy?

- A** Each coin was worth less, so prices rose, savings lost value and trade suffered **B** Coins could no longer be made
C Coins became more valuable, so prices fell and trade grew **D** Taxes ended

Answer: A Each coin was worth less, so prices rose, savings lost value and trade suffered

Why: Debased coins were worth less, so prices rose and savings lost value, which hurt trade.

8. How many years passed from the sack of Rome in 410 CE to the end of the western empire in 476 CE?

- A** 76 years **B** 56 years **C** 6 years **D** 66 years

Answer: D 66 years

Why: From 410 to 476 is 476 minus 410, which is 66 years.

9. If a general with 5,000 soldiers marches against the emperor, how does this affect the border?

- A** No change **B** More defenders, because the general brings extra troops **C** The border has fewer defenders
D It disappears

Answer: C The border has fewer defenders

Why: A general marching against the emperor takes soldiers away from the border, leaving fewer defenders.

10. What would be a better thesis for an essay?

- A** Economic weakness was the most influential cause because it undermined the army and government
B It is complicated **C** Rome fell because many things went wrong over a long time **D** Everything caused it

Answer: A Economic weakness was the most influential cause because it undermined the army and government

Why: A strong thesis takes a stand and gives reasons, like ranking economic weakness first.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. In 285 CE the empire was split for what reason?
A To make it easier to rule **B** To end trade between the provinces that were far from the capital
C To create a new religion **D** To end the army
2. What city became the capital of the Eastern Roman Empire?
A Constantinople **B** Alexandria **C** Athens **D** Rome, which remained the center of the Eastern Empire
3. What is inflation?
A A fall in prices that makes money worth more **B** A tax on trade
C A general rise in prices, which makes money worth less **D** A shortage of soldiers
4. Explain how economic and military causes were connected.
A The army paid taxes **B** Soldiers were free
C Economic troubles meant less money to pay soldiers, so Rome relied on mercenaries; military threats then required higher taxes
D They were unrelated, since soldiers were paid by the king alone
5. Why do some historians prefer 'transformation' to 'fall'?
A Nothing changed **B** Rome did not exist after 476, and its culture vanished completely **C** Rome grew stronger
D Roman law, language and Christianity continued in new kingdoms and the East
6. Which statement is most accurate?
A Only the Huns did **B** Multiple causes combined over centuries **C** Only taxes did
D One event ended Rome, and it happened in 476
7. Why might heavy taxes weaken an empire?
A They end wars **B** They always help the empire by paying for a stronger army **C** They make coins heavier
D They hurt farmers and trade, reducing future income
8. If prices rise 25 percent and a loaf cost 4 coins, how many coins now?
A 4.25 **B** 5 **C** 6 **D** 8
9. A student writes: 'Economic and military causes were the same.' What is a better statement?
A Both are political **B** They never touched, since the army was paid from gifts alone **C** Both are plague
D They were different but connected: money paid for the army

10. A source written in 410 says 'the world is ending'. How should a historian treat it?

- A** As irrelevant **B** As exact fact, since it was written at the time of the sack
C As one person's reaction, not proof of the whole empire's fate **D** As a law

Why did the Western Roman Empire fall?: Answers and explanations

① Quick Check

- Which city later ruled the west?
D Ravenna
The western capital moved to Ravenna, while Constantinople ruled the eastern half.
- What does 'relative influence' mean?
D How much one cause mattered compared with others
Ranking causes means weighing relative influence.
- Debasing coins means what?
B Putting less silver into them
Debasing coins means putting less silver in them, so that more coins could be made from the same silver.
- A coin's silver falls from 50% to 10%. How many percentage points?
C 40
A drop from 50 percent to 10 percent is a fall of 40 percentage points.
- How did plague contribute?
D It could reduce population, taxes and soldiers
Plague could reduce population, which meant fewer taxpayers and fewer soldiers.
- A border has 120 forts. One third fall. How many remain?
B 80
A third of 120 is 40, and 120 minus 40 is 80.
- What does 'sacked' mean in 'the Visigoths sacked Rome'?
C Attacked and plundered the city
To sack a city is to attack and plunder it, as the Visigoths did in 410.
- Which pairs an event with its year?
D The Visigoths sacked Rome in 410 CE
The Visigoths sacked Rome in 410 CE, and the Vandals sacked it in 455 CE.
- Which statement best compares political and military causes?
C Instability at the top weakened defense at the borders
Instability at the top weakened defense at the borders, so the two causes overlapped.
- A town loses its tax income because trade collapses. What follows?
B Less money for defense
If trade collapses, tax income falls, which leaves less money to pay for defense.

④ You Try

- In 285 CE the empire was split for what reason?
A To make it easier to rule
One ruler could not manage the huge territory.

2. What city became the capital of the Eastern Roman Empire?
A Constantinople
After the empire was divided, the East was ruled from Constantinople, which became its capital.
3. What is inflation?
C A general rise in prices, which makes money worth less
Inflation is a general rise in prices, so each coin buys less, as happened when coins were debased.
4. Explain how economic and military causes were connected.
C Economic troubles meant less money to pay soldiers, so Rome relied on mercenaries; military threats then required higher taxes
Less money meant relying on mercenaries, and military threats needed higher taxes, which hurt the economy.
5. Why do some historians prefer 'transformation' to 'fall'?
D Roman law, language and Christianity continued in new kingdoms and the East
Roman law, language and Christianity continued in new kingdoms and the East, so it changed more than it ended.
6. Which statement is most accurate?
B Multiple causes combined over centuries
Historians see many causes combining over centuries, so no single event explains the fall.
7. Why might heavy taxes weaken an empire?
D They hurt farmers and trade, reducing future income
Heavy taxes hurt farmers and trade, which reduces future income and weakens the empire.
8. If prices rise 25 percent and a loaf cost 4 coins, how many coins now?
B 5
A 25 percent rise on a 4-coin loaf is 1 coin more, so the loaf costs 5 coins.
9. A student writes: 'Economic and military causes were the same.' What is a better statement?
D They were different but connected: money paid for the army
Economic and military causes were different but connected, because money paid for the army.
10. A source written in 410 says 'the world is ending'. How should a historian treat it?
C As one person's reaction, not proof of the whole empire's fate
A source from 410 shows one person's reaction, not proof of what happened to the whole empire.

Keep going with the full History & Social Studies workbook

You just tried one topic. The full Grade 7 workbook has every topic below, each with a Quick Check, a lesson, We Do It Together, up to 90 You Try questions, Show What You Know and a full answer key.

- | | |
|--|---------------|
| 1. Why did the Western Roman Empire fall? | D2.His.15.6-8 |
| 2. The Islamic Golden Age | D2.His.3.6-8 |
| 3. Gold, salt and the empires of West Africa | D2.Geo.11.6-8 |
| 4. Feudalism, manors and the medieval Church | D2.Civ.6.6-8 |
| 5. Magna Carta and limits on a king | D2.Civ.3.6-8 |
| 6. The Black Death and the price of labor | D2.Eco.6.6-8 |
| 7. The printing press and the spread of ideas | D2.Geo.7.6-8 |
| 8. The Mongol Empire and the Eurasian exchange | D2.His.14.6-8 |

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— Dr. Evan J. Hasson, founder

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