

## GRADE 7

# Contemporary Cultures: 1600 to the Present

Social studies in the seventh grade is a course in contemporary **cultures** that continues from the examination of early **cultures** in grade six. In grade seven, students examine the history and geography of human societies from 1600 to the present. They learn about the growing interaction among these societies as well as the exchange of ideas, beliefs, technologies, and commodities among them. Students also address the continuing growth of the political and economic ideas that shaped the modern world. They study the concepts of reason and authority, the natural rights of human beings, the divine right of kings, experimentalism in science, the development of **limited government**, and the roots of modern-day tensions and issues.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

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### Contemporary Cultures: 1600 to the Present

**Standard 7-1:** The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.

#### Enduring Understanding

European expansion during the 1600s and 1700s was often driven by economic and technological forces. To understand the influence of these forces, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-1.1 Compare the colonial claims and the expansion of European powers through 1770.
- 7-1.2 Explain how technological and scientific advances contributed to the power of European nations.
- 7-1.3 Summarize the policy of **mercantilism** as a way of building a nation's wealth, including government policies to control trade.
- 7-1.4 Analyze the beginnings of **capitalism** and the ways that it was affected by **mercantilism**, the developing **market economy**, international trade, and the rise of the middle class.
- 7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify the location of places, the conditions at places, and the connections between places.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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**Standard 7-2:** The student will demonstrate an understanding of the concepts of **limited government** and **unlimited government** as they functioned in Europe in the seventeenth and eighteenth centuries.

#### Enduring Understanding

The relationship between citizens and their government is a fundamental component of political rule. To understand the role of **constitutions**, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good by government, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-2.1 Analyze the characteristics of **limited government** and **unlimited government** that evolved in Europe in the 1600s and 1700s.
- 7-2.2 Explain how the scientific revolution challenged authority and influenced **Enlightenment** philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton.
- 7-2.3 Analyze the **Enlightenment** ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged **absolutism** and influenced the development of **limited government**.
- 7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the **monarchy** in England and on limited government.
- 7-2.5 Explain how the **Enlightenment** influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of **constitutions**, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Understand responsible citizenship in relation to the state, national, and international communities.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

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**Standard 7-3:** The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

#### Enduring Understanding

The global spread of democratic ideas and nationalist movements occurred during the nineteenth century. To understand the effects of nationalism, industrialism, and **imperialism**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon’s rise to power.
- 7-3.2 Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.
- 7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by **Enlightenment** ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.
- 7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.
- 7-3.5 Analyze the ways that industrialization contributed to **imperialism** in India, Japan, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884.
- 7-3.6 Explain reactions to **imperialism** that resulted from growing nationalism, including the Zulu wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.
- 7-3.7 Explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Compare the locations of places, the conditions at places, and the connections between places.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

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**Standard 7-4:** The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.

#### Enduring Understanding

The influence of both world wars and the worldwide Great Depression are still evident. To understand the effects these events had on the modern world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-4.1 Explain the causes and course of World War I, including militarism, alliances, **imperialism**, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war.
- 7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.
- 7-4.3 Explain the causes and effects of the worldwide **depression** that took place in the 1930s, including the effects of the economic crash of 1929.
- 7-4.4 Compare the ideologies of **socialism**, **communism**, fascism, and Nazism and their influence on the rise of **totalitarian** governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide **depression**.
- 7-4.5 Summarize the causes and course of World War II, including drives for empire, appeasement and **isolationism**, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the "Final Solution," the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki.
- 7-4.6 Analyze the Holocaust and its impact on European society and Jewish **culture**, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region.

#### Social Studies Literacy Skills for the Twenty-First Century

- Compare the locations of places, the conditions at places, and the connections between places.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify and explain the relationships among multiple causes and multiple effects.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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**Standard 7-5:** The student will demonstrate an understanding of international developments during the **Cold War** era.

#### Enduring Understanding

Events during the **Cold War** affected the world politically, socially, and economically. To understand the significance of the **Cold War**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-5.1 Compare the political and economic ideologies of the United States and the Soviet Union during the **Cold War**.
- 7-5.2 Summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the **Cold War**.
- 7-5.3 Explain the spread of **communism** in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state **containment**, and the domino theory.
- 7-5.4 Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation.
- 7-5.5 Analyze the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including the growth of resistance movements in Eastern Europe, the policies of Mikhail Gorbachev and Ronald Reagan, and the failures of communist economic systems.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Explain change and continuity over time and across **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Cite specific textual evidence to support the analysis of primary and secondary sources.

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### Contemporary Cultures: 1600 to the Present

**Standard 7-6:** The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

#### Enduring Understanding

Since the fall of the Soviet Union in 1991, the world's attention no longer focuses on the tension between superpowers. Although problems rooted in the Middle East have captured the world's attention more consistently than the majority of current issues, other concerns have moved to the forefront as well. To understand the modern world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-6.1 Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU).
- 7-6.2 Compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi's role in the non-violence movement for India's independence, the emergence of nationalist movements in African and Asian countries, and the collapse of the apartheid system in South Africa.
- 7-6.3 Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan.
- 7-6.4 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions.
- 7-6.5 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.
- 7-6.6 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment.

### Social Studies Literacy Skills for the Twenty-First Century

- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify and explain the relationships among multiple causes and multiple effects.
- Integrate information from a variety of media sources with print or digital text in an appropriate manner.
- Explain change and continuity over time and across **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.