**7th Grade: Global Integrated Studies**

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| Unit 1: Introduction to Historical Thinking and Geography (3 weeks) |
| Component | Information | Notes |
| Story Line | This content will focus on introducing students to how historians and geographers use inquiry to study and organize the world.  |  |
| Standards | 7.G1.1; 7.G1.2; 7.G4.1; 7.SP1.3; 7.SP3.1; 7.SP2.1;7.SP4.1 |  |
| Compelling Question | How do we study the past? |  |
| Supporting Question | 1. What specific skills do social scientists use to be effective historians?
2. How do social scientists evaluate multiple perspectives about an event to draw conclusions?
3. What are primary and secondary sources and how are they used by social scientists?
4. How can we determine reliable vs. unreliable sources?
5. How can we determine bias in a source?
6. How do social scientists use geography to learn about the lives of people and their environment?
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| Key Concept (Topics Covered) | 1. Social scientists use historical thinking methods like Sourcing, Contextualization, Corroboration and Close Reading to analyze sources and events.
2. Social scientists explain relationships like Cause/Effect and Change/Continuity between historical events.
3. Social Scientists apply geographic themes and interpret geographic tools to explain human-environment interaction.
 | Answers to the Supporting questions |
| Success Criteria (Student Evidence) | 1. Utilize historical thinking skills to analyze historical sources and events.
2. Explain relationships between historical events
3. Apply geographic themes and interpret geographic tools to explain human-environment interactions.
 | What should students be able to do at the end of the unit |
| Resources |  |  |
|  | SHEG: * Historical Thinking Chart Overview
	+ Sourcing
	+ Contextualization
	+ Corroboration
	+ Close Reading
* Lunchroom Fight 1 and 2
* Make Your Case
* Evaluating Sources

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| Unit 2: Scientific Revolution and Enlightenment (3 weeks) |
| Component | Information | Notes |
| Story Line | In a continuation of the European Renaissance and Reformation, people searched for answers to large questions about their lives and the world around them. These news ideas inspired the Scientific Revolution and Enlightenment which challenged traditions about the physical world and human rights. |  |
| Standards | 7.SP4.1; 7.C2.1; 7.C4.1; 7.C4.2; 7.H1.2; 7.H3.1; 7.H3.3; 7.SP1.1; 7.SP1.2; 7.SP1.4; 7.SP3.2; 7.SP3.3; 7.SP3.4 |  |
| Compelling Question | How do ideas affect society? |  |
| Supporting Question | 1. What old world traditions were challenged by the new ideas?
2. How did new ideas of the Enlightenment spread?
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| Key Concept | 1. The Scientific Revolution moved thinking from faith based to evidence based.
2. The new ideas fostered by Enlightenment thinkers spread through trade routes and new technologies.
 | Answers to the Supporting questions |
| Success Criteria (Student Evidence) | 1. Compare thinking before and after the Scientific Revolution.
2. Trace the origins and spread of Enlightenment ideas.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* Galileo - Was He a Heretic?

DBQ Project:* The Enlightenment Philosophers - What Was their Main Idea?

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| Unit 3: Revolutions (4 weeks) |
| Component | Information | Notes |
| Story Line | Revolutions swept across the Atlantic World in the wake of the Enlightenment Era challenging the absolutist monarchies of the time. People engaged in conflicts to create fair governments during the Atlantic Revolutions - United States, France, and Latin America.  |  |
| Standards | 7.SP4.1; 7.H1.1; 7.H3.1; 7.H3.2; 7.H3.3; 7.H3.4; 7.H4.1; 7.C2.1; 7.C4.2; 7.C4.4 |  |
| Compelling Question | Do ideas lead to revolutions? |  |
| Supporting Question | 1. How did the ideas of the Enlightenment cause the Atlantic revolutions?
2. How were the Atlantic revolutions similar and different?
3. How were the ideas of the Enlightenment reflected in the outcomes of the Atlantic Revolutions?
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| Key Concept | 1. The power structures created under monarchies (feudalism) and theocracies, began to erode with the insertion of new ideas about politics (democracy), religion (planetary systems), and society (natural rights).
2. Revolution did not always begin for similar reasons (taxation, social inequality) and may not always lead to similar ends (long term vs. unstable democracies, new monarchies, independence) .
 | Answers to the Supporting questions |
| Success Criteria (Student Evidence) | 1. Compare the origins and impacts of the Atlantic revolutions.
2. Evaluate how Enlightenment ideas influenced new governments.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* Reign of Terror

DBQ Project:* Latin American Revolutions - Why did Creoles Lead the Fight?
* How Should We Remember Toussaint Louverture?
* The Reign of Terror: Was it Justified?
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| Unit 4: Industrialization (4 weeks) |
| Component | Information | Notes |
| Story Line | Furthering the revolutionary movements of the time, new technology, the rise of organized labor, hastened the growth of business and industry causing major changes to the economics and politics of everyday life. |  |
| Standards | 7.SP4.1; 7.E2.1; 7.E3.2; 7.E3.3; 7.E3.4; 7.G1.2; 7.G3.1; 7.G4.3; 7.H1.2; 7.H3.3; 7.H4.2; 7.SP1.4; 7.SP2.3; 7.SP3.1; 7.SP3.5; 7.E3.1; 7.G3.2; 7.G3.4; 7.G4.2 |  |
| Compelling Question | Does technology make life better for everyone? |  |
| Supporting Question | 1. What technological advancements during industrialization impacted the way people live?
2. What are some positive/negative effects of industrialization on the government, society, and the economy?
3. To what extent did industrialization limit/expand migration?
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| Key Concept | 1. Technology enabled the mass production of goods leading to a larger global economy.
2. Positive effects of Industrialization include- but are not limited to: increased life span, development of labor unions, increase of wealth, and opportunities.
3. Negative effects of Industrialization include- but are not limited to: poor working conditions, income inequality, urbanization, exploitation of the worker
4. Industrialization led to new socioeconomic classes of people (immigrants, socialist parties, trade unions, middle class, working class, etc) and created change in opportunities for women, education, and leisure.
5. Economic opportunities led to new economic theories such as capitalism, socialism, and communism.
 | Answers to the Supporting questions |
| Success Criteria(Student Evidence) | 1. Explain how technology affected the global economy.
2. Categorize the effects of industrialization both positive and negative.
3. Evaluate the socioeconomic changes during industrialization.
4. Compare and contrast the main ideas of capitalism, socialism, and communism.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* Factory Life

DBQ Project:* Female Workers in Japan Silk Factories: Did the Costs Outweigh the Benefits?

NEWSELA:* Unit 3: Industrialization - “New Inventions” Text Set
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| Unit 5: Imperialism (4 weeks) |
| Component | Information | Notes |
| Story Line | With the rapid growth of industrial economies, countries set out to find resources and markets. Their effort to control these resources and markets caused lasting consequences like regional conflicts, migrations, instability for indigenous people. |  |
| Standards | 7.SP4.1; 7.E5.1; 7.E5.2; 7.E5.3; 7.G1.1; 7.G1.2; 7.G2.1; 7.G2.2; 7.G4.1; 7.G4.2; 7.H1.1; 7.H3.1; |  |
| Compelling Question | Does power have consequences? |  |
| Supporting Question | 1. What motivations did nations have to exert their power past their borders?
2. How did colonial powers govern their colonies?
3. How did nations acquire wealth/resources through imperialism?
4. In what ways did some groups resist control by others?
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| Key Concept | 1. As nations became industrialized, they hungered for power and resources outside of their borders.
2. Imperial powers exerted their power in various ways such as military force (Cuba, Hawaii, Philippines) , and economic incentives (India, China).
3. Nations acquired wealth/resources for the development of new markets, security of trade routes, and continued economic growth (Scramble for Africa, Open Door Policy).
4. Non-industrialized nations used various methods of resistance against foreign influence (Boxer Rebellion, Ethiopia, Japanese Russian War).
 | Answers to the Supporting questions |
| Success Criteria | 1. Explain how industrialization motivated nations to exert their power past their borders.
2. Explain the methods industrialized nations used to assert influence over non industrialized nations.
3. Evaluate how imperialism the development of new markets, security of trade routes, and continued economic growth.
4. Describe the methods used to resist imperial control.
 | What should students be able to do at the end of the unit. |
| Resources |   |  |
|  | SHEG:* The Sepoy Rebellion
* Battle of Adwa

DBQ Project:* What was the Driving Force Behind European Imperialism in Africa?

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| Unit 6: The Great War (WWI) (3 weeks) |
| Component | Information | Notes |
| Story Line | As European countries grew their colonial empires, they also grew their militaries and formed alliances. Their nationalist views moved them towards the first global conflict which produced lasting global effects.  |  |
| Standards | 7.SP4.1; 7.G1.1; 7.G4.4; 7.H2.1; 7.H2.2; 7.H3.2; 7.H3.5; 7.SP2.2; 7.SP2.3; 7.SP4.2; 7.SP4.3; 7.SP4.4 |  |
| Compelling Question | How does conflict become global? |  |
| Supporting Question | 1. How did alliances draw countries into The Great War?
2. How did military power influence relationships?
3. How did economic/political imperialism influence relationships?
4. What factors lead nations to engage in total war?
5. How do the outcomes of The Great War impact the future?
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| Key Concept | 1. Militarism, Alliances, Nationalism, and Imperialism are the underlying causes of WWI, while the assassination of Franz Ferdinand was the direct cause. (M.A.N.I.A.)
2. Military technology (weapons during trench warfare: chemical weapons, tanks, planes, submarines) allowed societies to engage in a total war (propaganda, selective service).
3. The punishment and reparations placed on the losing alliance caused negative economic and social outcomes in those countries (rise of Hitler).
 | Answers to the Supporting questions |
| Success criteria | 1. Explain how the MAIN causes of The Great War played in creating conflict.
2. Describe how scientific and technological changes impacted the war.
3. Compare/contrast the demands of each country when designing the Treaty of Versailles.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* Battle of the Somme
* Armistice

DBQ Project:* What were the Underlying Causes of WWI?
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| Unit 7: Global Depression and Interwar Years (2 weeks) |
| Component | Information | Notes |
| Story Line | After World War I, countries experienced a variety of economic outcomes, both positive and negative. In times of fear and uncertainty, radical leaders rose to power. These leaders’ responses to the economic realities of the time set the stage for another global conflict.  |  |
| Standards | 7.SP4.1; 7.C4.3; 7.E2.1; 7.E3.4: 7.G4.1; 7.H2.1; 7.SP2.2; 7.SP2.3; 7.SP4.2; 7.SP4.3; 7.SP4.4; 7.E3.1 |  |
| Compelling Question | Does the economy influence everyone’s lives? |  |
| Supporting Question | 1. What were the long lasting economic factors of the Great War?
2. What are the long lasting political factors of the Great War?
3. What factors facilitated the rise of political leaders after the Great War?
4. In what ways did nations attempt to work together to stop absolutism?
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| Key Concept | 1. The Great War led to widespread global depression (including unemployment, inflation, Dust Bowl).
2. The Great War led to nationalist movements in India, China, Türkiye and the Middle East.
3. World leaders reacted to social and economic issues. (Dawes Act, New Deal, antisemitism, nationalism)
4. The League of Nations failed to stop the advances of dictators.
 | Answers to the Supporting questions |
| Success Criteria | 1. Explain the economic implications of global depression.
2. Explain how political instability leads to nationalist movements.
3. Trace how world leaders used social and economic issues to expand their power.
4. Examine the shifting of alliances between the wars.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* Ataturk and Women’s Rights in Turkey
* Invasion of Nanking
* Women’s War of 1929

DBQ Project:* What Made Gandhi’s NonViolent Movement Work?

NEWSELA: * Unit 7: Global Depression & the Rise of Dictators - “The Great Depression” Text Set
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| Unit 8: WWII - Global Impacts (4 weeks) |
| Component | Information | Notes |
| Story Line | The radical leadership of the 1930s created conflict in Europe and Asia over territory and power. Again tensions grew until alliances and failures of previous treaties erupted into a second World War. The larger scale of WWII led to multiple major events on the world stage. The leaders of the time attempted to look ahead and set the stage for the Modern Day.  |  |
| Standards | 7.SP4.1; 7.G1.1; 7.G1.2; 7.H2.1; 7.H2.2; 7.H3.2; 7.SP2.2; 7.SP2.3; 7.SP4.2; 7.SP4.3; 7.SP4.4 |  |
| Compelling Question | Do people learn from the past? |  |
| Supporting Question | 1. How did the outcomes of WWI lead to the start of WWII?
2. What events were the turning points in the European Theater of WWII?
3. What events were the turning points in the Pacific Theater of WWII?
4. How did the treaties that ended WWI differ from the treaties that ended WWII?
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| Key Concept | 1. Through reparations, demilitarization, and appeasement, the outcomes and fears from WWI lead to WWII.
2. The Holocaust, London Blitz, Occupation and Liberation of France, the North African Campaign, Battle of Stalingrad, D-day, and V-E Day all caused forward motion in the war.
3. Japan’s invasion of China/Southeast Asia, Attack on Pearl Harbor, the strategy of island hopping, V-E Day, and the Atomic Bombings, and V-J Day all caused forward motion in the war.
4. Leaders considered the future outcomes and relationships of the world at the Nuremberg Trials, Yalta Conference, Paris Peace Treaties, and Treaty of San Francisco.
 | Answers to the Supporting questions |
| Success criteria | 1. Explain how the outcomes of WWI lead to WWII.
2. Identify the impacts of major events in the European Theater of WWII.
3. Identify the impacts of major events in the Pacific Theater of WWII.
4. Evaluate the differences in the outcomes of both World Wars.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* Appeasement
* Nazi Propaganda
* The Atomic Bomb

DBQ:* How did the Treaty of Versailles Help Cause WWII?

NEWSELA:* Unit 8: Second World War - “Course of WWII” Text Set
* Unit 8: Second World War - “New Resolutions” Text Set
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| Unit 9: Post-War Era (5 weeks) |
| Component | Information | Notes |
| Story Line | At the end of World War II, global relationships changed as new outlooks on sovereignty and self-determination spread. Major powers began looking for new ways to grow their economic and political influence and compete in a global marketplace. |  |
| Standards | 7.SP4.1; 7.G1.1; 7.G1.2; 7.H2.1; 7.H2.2; 7.H3.2 |  |
| Compelling Question | How do people’s beliefs affect their relationships? |  |
| Supporting Question | 1. How did the rise of independence movements change the landscape of the postwar world?
2. How did capitalist and communist countries try to spread their influence throughout the world?
3. How did the conflicts between the United States and the Soviet Union play out throughout the world?
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| Key Concept | 1. The splitting of Germany, creation of Israel, the independence and partitioning of India, and the decolonization of Africa and the cultural revolution of China created new global alliances.
2. The capitalist and communist nations of the world used their alliances to create organizations (NATO, Warsaw) to protect their beliefs.
3. The US and the USSR used conflicts in newly independent nations (Korea, Vietnam, Nicaragua, Cuba) to engage in proxy wars in an attempt to spread their influence.
 | Answers to the Supporting questions |
| Success criteria | 1. Describe the independence and cultural movements around the world.
2. Explain how capitalism and communism attempted to spread their beliefs to new governments.
3. Analyze how the outcomes of the proxy wars of the 1950s-1980s further divided the US and the USSR.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
|  | SHEG:* India’s Partition
* China’s Cultural Revolution
* The Cold War
* Cuban Missile Crisis

DBQ:* The Soviet Union: What Should Textbooks Emphasize?
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| Unit 10: Modern World (2 weeks) |
| Component | Information | Notes |
| Story Line | As the Cold War ended and the internet began to grow, the world became more globalized and the daily lives of people changed drastically. The advent of social media altered the way societies interact in every way. |  |
| Standards | 7.SP4.1; 7.G1.1; 7.G1.2; 7.G3.3; 7.G4.3; 7.H2.1; 7.H2.2; 7.H3.2; 7.H3.5; 7.SP1.1; 7.SP1.3; 7.SP2.1; 7.SP3.6; 7.SP3.7; 7.E2.2 |  |
| Compelling Question | How do modern events affect people’s daily life? |  |
| Supporting Question | 1. What environmental, cultural, and religious views impact globalization?
2. How far did political, economic, and personal ideologies shift after the Cold War?
3. How has the Digital Age caused unification and division?
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| Key Concept | 1. The conflicts of modern day (Middle East, India/Pakistan, Korean) stem from deeply held religious and political beliefs.
2. After the Cold War international organizations (NATO, WTO, NAFTA, UN, IMF, EU) expanded world trade as relationships changed.
3. New technology (internet, computers, phones, social media) have created new ways for people to interact. (ex. social, political, economic revolutions of the modern world)
 | Answers to the Supporting questions |
| Success criteria | 1. Explain the root causes of the ongoing modern conflicts.
2. Identify trade networks in the modern world.
3. Describe how technology is used in modern conflicts and movements.
 | What should students be able to do at the end of the unit. |
| Resources |  |  |
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