

SEVENTH GRADE: INTEGRATED GLOBAL STUDIES

Scientific Revolution and Enlightenment- Present

Students will be able to...

(Disciplinary Skills and Process Standards)

- Analyze change and continuity over time
- Evaluate the significance and impact of historical events on students' lives and society
- Generate questions to drive historical inquiry
- Analyze multiple perspectives and their impact
- Utilize multiple primary and secondary sources
- Construct, present, and explain the strengths and weaknesses of arguments
- Use relevant evidence to support claims and explanations
- Analyze various causes and effects of events and developments

Compelling Question

How has history been shaped by the global movement of ideas, and interactions with diverse societies and cultures, from the 16th century to the present day?

Priority Standards

- 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.
- 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
- 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
- 7.E5.2 Compare the various economic systems.
- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
- 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.
- 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.
- 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

Students must learn...

(Essential Content Knowledge Standards)

- Scientific Revolution and Enlightenment
- Revolutions around the world (American, French, Latin American, Russian, and Chinese Cultural)
- Industrialization (Immigration and Progressivism)
- Imperialism
- World War I
- World War II
- Global Depression (Rise of Dictatorships)
- Cold War
- Modern Global Conflicts
- Government and economic systems

Academic Vocabulary as Seen on State Assessment

central idea, claim, contribute, contrast, convey, evidence, implies, indicate, infer, most likely, point of view, quality, structure, suggest, support

Content Specific Vocabulary

alliances, anti-semitism, authoritarian, capitalism, Cold War, communism, coup, democracy, Enlightenment, fascism, genocide, Great Depression, Holocaust, ideology, immigration, imperialism, industrialization, militarism, nationalism, progressivism, propaganda, revolution, scientific method, self-government, socialism, sovereignty, superpower

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Skills and instructional strategies:

- Analyze change and continuity over time
 - [Projecting Across Time](#)
 - [Here, Now/ There, Then](#)
 - [Human Timeline](#)
- Evaluate the significance and impact of historical events on students' lives and society
 - [I Used to Think... Now I Think...](#)
 - [Projecting Across Time](#)
- Generate questions to drive historical inquiry
 - [Claim, Support, Question](#)
 - [Question Formulation Technique \(QFT\)](#)
- Analyze multiple perspectives and their impact
 - [Discussion Diamond*](#)
 - [Circle of Viewpoints](#)
- Utilize multiple primary and secondary sources
 - [Library of Congress Primary Source Analysis](#)
 - [CyberSandwich EduProtocol](#)
 - [Evaluating a Photograph](#)
- Construct, present, and explain the strengths and weaknesses of arguments
 - [SPAR \(Spontaneous Argumentation\)](#)
 - [Barometer: Take a Stand](#)
- Use relevant evidence to support claims and explanations
 - [Evaluating Sources](#) (Discovery Ed)
- Analyze various causes and effects of events and developments
 - [Cause/Effect Graphic Organizers](#)

Social Studies and ELA Connections

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences. (7.RI.1, 7.SP3.2)

Determine two or more central ideas in a text and analyze their development over the course of the text; objectively summarize. (7.RI.2-7.SP1.1, 7.SP4.4)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas or individuals influence ideas or events). (7.RI.3, 7.SP1.4)

Determine an author's point of view/purpose in a text and analyze how the author distinguishes their position from others. (7.RI.6, 7.SP2.2, 7.SP2.3, 7.SP3.5)

Compare and contrast a text to other multimedia versions of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7.RI.7, 7.SP2.1)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7.RI.8, 7.SP3.2-7)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (7.RI.9, 7.SP2.1-3)

Suggested Primary and Secondary Sources:

- Scientific Revolution and Enlightenment
 - [Galileo](#)
 - [Excerpts from the work of John Locke](#)
- Revolutions around the world
 - [The Glorious Revolution](#)
 - [Declaration of Independence](#) (National Archives)
 - [Reign of Terror](#)
 - [Haitian Revolution](#)
- Industrialization (Immigration and Progressivism)
 - [Immigration](#)
 - [Haymarket Affair](#)
 - [The Bread and Roses Strike of 1912](#)
 - [Factory Life](#)
 - [Progressive Era: Reform Movements](#) (infographic)
 - [Progressive Amendments 16-19](#) (National Archives)
- Imperialism
 - [Spanish-American War](#)
 - [The Scramble for Africa](#)
- World War I
 - [President Woodrow Wilson's Fourteen Points Speech](#) (National Archives)
 - [Battle of the Somme](#)
 - [Armistice](#)
- Global Depression (Rise of Dictatorships)
 - [The Rise of Militarism and Dictators](#)
 - [Enabling Dictators](#)
 - [Appeasement](#)
- World War II
 - [President Roosevelt's "Day of Infamy" Speech Address to Congress](#) (C-SPAN)
 - [The Big Three -Yalta Conference](#) (LOC)
- Cold War
 - [Atomic Bomb](#)
 - [The Cold War](#)
 - [NATO](#)