

### SEVENTH GRADE – UNIT OUTLINES

In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1854 to the present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

The following pages provide unit outlines to help you organize a seventh grade social studies course around the required state standards in two parts: the first focuses on major societies in the world from 600 to 1450 and the second focuses on Washington State in the past and present. As with the other grade levels, these suggested unit outlines are framed along two dimensions: chronological era and major developments or themes. Civics, economics, geography, and social studies skills are embedded in this framework. They start with possible essential and guiding questions to help frame the unit. The sample guiding questions focus on the specific issues that connect with the particular era, developments, or themes. The sample essential questions are meant to remind us of how the themes and eras addressed in a particular unit relate to timeless important issues and concepts.

Please note that while the GLEs (in bold) are required, the examples are merely suggestions. Since it would be impossible to address all of the important cultures, peoples, and nations throughout the world or even the state, these examples are meant to provide some possible contexts in which to teach these standards. They are not meant to be followed like a recipe or as a one-size-fits-all curriculum. Ultimately, it is up to teachers and administrators in each district to decide how to tailor this course and these examples to their students' and community's particular interests and needs. They will have to help decide which themes and developments in world and Washington history students will examine deeply and which they will look at as points of comparison. By balancing depth and breadth, students will have the opportunity to gain enduring understandings that world history and Washington State history teach us about ourselves and our world. To help develop these enduring understandings, these unit outlines include recommended placement of several of the state's Classroom-Based Assessment models (CBAs). To see the full requirements of the CBAs referenced below, visit OSPI's social studies assessment web page.

#### Unit Outlines for Seventh Grade

1. World- Major Societies (600-1450 CE)
2. WA- Territory and Treaty Making (1854-1889)
3. WA- Railroads, Reform, Immigration, and Labor (1889-1930)
4. WA- Great Depression and World War II (1930-1945)
5. WA- New Technologies and Industries (1945-1980)
6. WA- Contemporary Washington State (1980-present)

**Recommended CBAs:** Dig Deep-Analyzing Sources, Causes of Conflict, Humans and the Environment, International Relations

**Unit Outline 1: World- Major Societies (600-1450 CE)**

## Essential Question(s):

- How does physical geography contribute to the political, economic, and cultural development of a particular civilization?
- What stimulates the movement of goods, people, and ideas?
- How and why does the rule of law develop in civilizations?
- How do religion and government exercise authority over people?
- How does the movement of ideas, goods, and people affect cultures?
- How do different economic systems affect people's daily lives?
- How does trade affect culture?

## Guiding Question(s):

- What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.2, Part 1	<b>Understands how themes and developments have defined eras in Washington State and world history by:</b> <ul style="list-style-type: none"> <li>• <b>Explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explains and compares the development of Islam and Hinduism.</li> <li>• Explains and compares feudalism in Japan and Europe.</li> <li>• Explains and compares the development of the Aztec empire with that of the Mali kingdom.</li> <li>• Explains and compares the development of the Incan Empire with that of ancient Ghana.</li> </ul>
	4.1.1	<b>Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.</b>	<ul style="list-style-type: none"> <li>• Examines how the Crusades are represented differently on Christian and Muslim timelines.</li> <li>• Examines how the Islamic Conquest of the Iberian Peninsula is represented differently on Christian and Muslim timelines.</li> </ul>
	4.2.1	<b>Understands and analyzes how individuals and movements have shaped Washington State or world history.</b>	<ul style="list-style-type: none"> <li>• Explains the impact of Muhammad and the spread of Islam on world civilization.</li> <li>• Explains the impact of Chapultepec on the development of Meso-America.</li> </ul>
	4.2.2	<b>Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.</b>	<ul style="list-style-type: none"> <li>• Explains how the experiences of the Polynesians on Easter Island show the effect of exploitation of limited natural resources.</li> <li>• Explains how the Mali Empire shaped African history in the 11th century and beyond.</li> </ul>
	4.2.3	<b>Understands and analyzes how technology and ideas have impacted Washington State or world history.</b>	<ul style="list-style-type: none"> <li>• Examines how the invention of algebra by Muhammad ibn Musa al-Khwarizmi to advancements in mathematics, astronomy, astrology, geography, and cartography.</li> <li>• Examines the effects of the moveable type on literacy in Song China.</li> </ul>

<b>GEOGRAPHY</b>	3.1.2	<b>Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</b>	<ul style="list-style-type: none"> <li>Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences.</li> </ul>
	3.2.2	<b>Understands examples of cultural diffusion in the world from the past or in the present.</b>	<ul style="list-style-type: none"> <li>Explains the spread of Christianity and Islam across Europe and Africa.</li> <li>Explains how the Norman Conquest of England led to the diffusion of French language into English.</li> <li>Explains how the Islamic culture influenced European art during the Renaissance.</li> </ul>
<b>ECONOMICS</b>	2.2.1	<b>Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</b>	<ul style="list-style-type: none"> <li>Examines the types of services offered under feudalism in medieval Europe and Japan in helping people meet their needs and wants.</li> </ul>
<b>CIVICS</b>	1.2.3	<b>Understands various forms of government and their effects on the lives of people in the past or present.</b>	<ul style="list-style-type: none"> <li>Compares and contrasts the effects of theocracy on the lives of people in the Islamic Caliphate and the Mayan Kingdom.</li> <li>Compares and contrasts the effects of feudalism on the lives of people in medieval Europe and Japan.</li> </ul>
<b>SOCIAL STUDIES SKILLS</b>	5.2.2	<b>Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.</b>	<ul style="list-style-type: none"> <li>Critiques the range of perspectives reflected in sources related to feudalism in Japan and Europe during the Middle Ages.</li> <li>Critiques the range of perspectives reflected in sources related to the Crusades.</li> </ul>

**Unit Outline 2: WA- Territory and Treaty Making (1854-1889)**

Essential Question(s):

- What is the legacy of treaty-making period on the way we live today?

Guiding Question(s):

- How has physical geography affected the growth and development of the state?
- What impact did the development of Washington State have on different cultural groups?
- How did Washington emerge from a territory to achieve statehood?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.2, Part 2	<b>Understands how themes and developments have defined eras in Washington State and world history by:</b> <ul style="list-style-type: none"> <li>• <b>Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</b> <ul style="list-style-type: none"> <li>○ <b>Territory and treaty-making (1854—1889).</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period.</li> </ul>

CBA: Causes of Conflict

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.3.2	<b>Analyzes multiple causal factors that shape major events in Washington State or world history.</b>	<ul style="list-style-type: none"> <li>• Presents a position on the causes and outcomes of the Indian Wars in Washington Territory demonstrating understanding of varying viewpoints of the conflict.</li> </ul>
<b>SOCIAL STUDIES SKILLS</b>	5.4.1	<b>Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.</b>	<ul style="list-style-type: none"> <li>• Examines the lasting impact of the Indian Wars using primary sources.</li> </ul>
	5.4.2	<b>Creates annotated bibliography or works cited page using an appropriate format.</b>	<ul style="list-style-type: none"> <li>• Develops a bibliography annotated with a summary of the resources used, non text features of the resources, and the questions the resources answer.</li> </ul>

**Unit Outline 3: WA- Railroads, Reform, Immigration, and Labor (1889-1930)**

Essential Question(s):

- How does the Washington State Constitution define the state's ideals and values?
- What is unique about the government of Washington State and what priorities does it reflect?

Guiding Question(s):

- What were the causes and consequences of Washington becoming a state?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.2, Part 3	<p><b>Understands how themes and developments have defined eras in Washington State and world history by:</b></p> <ul style="list-style-type: none"> <li>• <b>Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</b> <ul style="list-style-type: none"> <li>○ Railroads, reform, immigration, and labor (1889—1930).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform.</li> </ul>
<b>CIVICS</b>	1.1.1	<p><b>Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.</b></p>	<ul style="list-style-type: none"> <li>• Explains how liberty is defined in the Washington State Constitution.</li> <li>• Explains how justice is defined in the Washington State Constitution.</li> <li>• Explains how sovereignty is defined in tribal treaties.</li> <li>• Explains how the Washington State Constitution defines equality when declaring that it is “the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”</li> </ul>
<b>GEOGRAPHY</b>	3.2.3	<p><b>Understands the role of immigration in shaping societies in the past or present.</b></p>	<ul style="list-style-type: none"> <li>• Draws conclusions about the role Norwegian immigrants had on urban development in coastal communities.</li> <li>• Understands the role of the Klondike Gold Rush on the development of Seattle.</li> </ul>

**Unit Outline 4: WA- Great Depression and World War II (1930-1945)**

Essential Question(s):

- What is legacy of the Great Depression and World War II for Washington state?

Guiding Question(s):

- How did the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.2, Part 4	<p><b>Understands how themes and developments have defined eras in Washington State and world history by:</b></p> <ul style="list-style-type: none"> <li>• <b>Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</b> <ul style="list-style-type: none"> <li>○ <b>The Great Depression and World War II (1930—1945).</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State.</li> </ul>
<b>CIVICS</b>	1.1.2	<p><b>Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.</b></p>	<ul style="list-style-type: none"> <li>• Examines the relationship between Washington State citizens’ support for Gordon Hirabayashi’s resistance to incarceration and the right to “due process” outlined in Article 1, Section 3 of the State Constitution.</li> <li>• Examines the relationship between Washington State women’s contribution to the war effort during World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution.</li> <li>• Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution.</li> </ul>
<b>GEOGRAPHY</b>	3.1.1	<p><b>Analyzes maps and charts from a specific time period to analyze an issue or event.</b></p>	<ul style="list-style-type: none"> <li>• Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were.</li> </ul>

**CBA: Dig Deep-Analyzing Sources**

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.3.1	<p><b>Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.</b></p>	<ul style="list-style-type: none"> <li>• Constructs an interpretation of why the U.S. government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials from Washington State.</li> </ul>

**Unit Outline 5: WA- New Technologies and Industries (1945-1980)**

Essential Question(s):

- How has technology shaped the way people live in Washington?

Guiding Question(s):

- What significant political, economic, and social challenges affected Washington State in the post-World War II era? How did these challenges impact individuals and groups of people?
- What are the key industries of Washington State, past and present?

		Required GLE	Suggested Examples
HISTORY	4.1.2, Part 5	<b>Understands how themes and developments have defined eras in Washington State and world history by:</b> <ul style="list-style-type: none"> <li>• <b>Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</b> <ul style="list-style-type: none"> <li>○ <b>New technologies and industries (1945—1980).</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries.</li> </ul>

CBA: Humans and the Environment

		Required GLE	Suggested Examples
GEOGRAPHY	3.2.1	<b>Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.</b>	<ul style="list-style-type: none"> <li>• Examines how the Columbia Basin Irrigation Project impacted the Yakima River.</li> <li>• Compares how Washington State's suburban and rural communities have impacted the environment differently.</li> <li>• Examines the impact of urban sprawl on the natural environment and communities.</li> </ul>
ECONOMICS	2.4.1	<b>Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.</b>	<ul style="list-style-type: none"> <li>• Examines the effects of economic growth in Washington State agriculture on the distribution of wealth and sustainability.</li> <li>• Examines the relationship between types of employment and standard of living.</li> <li>• Examines how the emergence of Microsoft has affected income distribution in Washington State.</li> </ul>

		Required GLE	Suggested Examples
HISTORY	4.4.1	<b>Analyzes how an event in Washington State or world history helps us to understand a current issue.</b>	<ul style="list-style-type: none"> <li>• Examines how the history of damming the Snake and Columbia Rivers helps us understand tension between the agricultural, environmental, and tribal communities.</li> </ul>

**Unit Outline 6: WA- Contemporary Washington (1980-present)**

Essential Question(s):

- What challenges face the people of Washington State today?
- How can citizens work to address these challenges?

Guiding Question(s):

- How have people sought to create a vibrant and sustainable economy in Washington?

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>HISTORY</b>	4.1.2, Part 6	<p><b>Understands how themes and developments have defined eras in Washington State and world history by:</b></p> <ul style="list-style-type: none"> <li>• <b>Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</b> <ul style="list-style-type: none"> <li>○ <b>Contemporary Washington State (1980—present).</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington.</li> </ul>
<b>CIVICS</b>	1.2.1	<p><b>Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty.</b></p>	<ul style="list-style-type: none"> <li>• Explains the organization and powers of city and county government.</li> <li>• Explains the organization and powers of the three branches of Washington State government.</li> <li>• Explains the organization and powers of tribal governments in Washington State.</li> <li>• Explains the populist features of the Washington State Constitution, including initiative and referendum.</li> </ul>
<b>ECONOMICS</b>	2.3.1	<p><b>Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.</b></p>	<ul style="list-style-type: none"> <li>• Examines how the Legislature levies taxes to create public schools, state parks, and sporting arenas.</li> <li>• Examines how state laws have improved the economic and living conditions of migrant farm workers through the establishment of a higher minimum wage.</li> <li>• Examines how monies from tribal enterprises are invested back into the community.</li> </ul>
<b>CIVICS</b>	1.4.1	<p><b>Understands the effectiveness of different forms of civic involvement.</b></p>	<ul style="list-style-type: none"> <li>• Explains the influence of letters to the editor of the local paper on school funding and instructional resources.</li> <li>• Explains the influence of testimony at public hearings on laws regulating the use of private property.</li> <li>• Explains how lobbying the legislature contributed to the passage of the “Becca Bill.”</li> </ul>

CBA: International Relations

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>ECONOMICS</b>	2.2.2	<p><b>Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present.</b></p>	<ul style="list-style-type: none"> <li>• Examines how the demand for lumber in Japan and supply of lumber in Washington State has led to a trade relationship.</li> <li>• Examines how the impact of Japan’s demand for raw lumber affects Washington State’s lumber industry.</li> <li>• Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.</li> </ul>

<b>CIVICS</b>	1.3.1	<b>Analyzes how international agreements have affected Washington State in the past or present.</b>	<ul style="list-style-type: none"> <li>Examines how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.</li> <li>Examines how treaties have affected fishing in Washington State.</li> </ul>
	<b>SOCIAL STUDIES SKILLS</b>	5.1.1	<b>Understands evidence supporting a position on an issue or event.</b>
5.1.2		<b>Evaluates the breadth of evidence supporting positions on an issue or event.</b>	<ul style="list-style-type: none"> <li>Critiques how one accounts for a range of perspectives when developing a position on the trade relationship between Washington State and Japan.</li> <li>Critiques how one accounts for a range of perspectives when developing a position on the effects of the North American Free Trade Agreement on the Washington State economy.</li> </ul>
5.2.1		<b>Creates and uses research questions to guide inquiry on an issue or event.</b>	<ul style="list-style-type: none"> <li>Develops a research question to guide inquiry on how the demand for lumber in Japan and the supply of lumber in Washington State led to a trade relationship between the two countries.</li> <li>Develops a research question to guide inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.</li> </ul>
5.3.1		<b>Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.</b>	<ul style="list-style-type: none"> <li>Engages in a Socratic seminar to analyze and respond to the multiple viewpoints on how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.</li> <li>Engages in a discussion to analyze and respond to the multiple viewpoints on how treaty fishing rights have affected the return of the Chinook salmon to the Columbia River.</li> </ul>

		<b>Required GLE</b>	<b>Suggested Examples</b>
<b>ECONOMICS</b>	2.1.1	<b>Analyzes the importance of financial literacy in making economic choices.</b>	<ul style="list-style-type: none"> <li>Examines the costs and benefits of getting a credit card and accumulating debt.</li> <li>Examines the pros and cons of buying a Washington State lottery ticket.</li> <li>Examines how people in Washington State make choices about where to invest their money for the highest return and lowest risk.</li> <li>Examines how people evaluate advertising when choosing where to spend their money.</li> </ul>