

Grade 7: Growth and Expansion of Civilization

Specific Overview

Grade 7: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Seventh graders continue to work toward this goal by examining how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Seventh graders will compare political institutions and their impacts on people in empires. Students will compare how different economic systems choose to allocate the production, distribution and consumption of resources. Students will examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration. Students will evaluate the political, geographic, economic and social impact of the expansion of empires during this period. Grounding students' understanding of large empires in examples from across the entire globe, students will see how the accomplishments, developments, conflicts, migrations and interactions of the early modern world establish the foundations of modern society.

Key Vocabulary

May include, but is not limited to: Afro-Eurasia, empire, global interconnectedness, global market, Indian Ocean Maritime System, Mesoamerica, migration, conquest, Renaissance, Scientific Revolution, Silk Roads

Looking Back, Looking Ahead: Connections to Grade 6 and Grade 8

In grade 6, students investigate the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE-600 CE. In grade 7, students will examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate of how conflict and compromise impacted the founding and development of the United States from 1600-1877.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 7. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the growth and expansion of civilizations from 600-1600. An example of a compelling question is “Can technology transform civilization?”
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Student comparison of discipline-specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to generate their own supporting questions on the growth and expansion of civilizations from 600-1600 and compare the types of supporting questions each of the four disciplines uses.</p> <ul style="list-style-type: none"> • What roles did subjects of various empires play within their societies and governments? • How did Europeans build on the technology of other civilizations in their attempt to enter world economic markets during the period of exploration? • Students can compare the first question as a civics-specific question to the second question, which uses the lens of an economist.
7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	Students can compare the rights, roles and responsibilities of subjects living in empires between 600-1600, such as feudal France and Japan in Eurasia, Maya Civilization and the Aztec Empire of the Americas, trade-based empires of Ghana and Mali in West Africa and the highly centralized dynasties of China like the Tang and Song. Students may begin to understand that there are different sources of legitimacy in different places and that the roles of everyday people politically, socially and economically vary over time and place.
7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.	Students may examine how an important technology like paper making originated in China and spread through human interconnections (for example, through trade and connections during conflicts) and led to the easier and cheaper transmission of ideas and knowledge. In turn, this increased rates of literacy, created a large pool of creative and innovative thinkers, allowed human societies who gained this technology to make advances more quickly and improved standards of living.

Standard	Sample Evidence of Learning
7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	Through sourcing documents, doing close readings, corroborating documents and contextualization, students can research, gather information and use sources to construct meaning while building evidence for claims and arguments.
7.I.CC.1 Construct explanation, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Students can discuss how technology impacts civilization. They can explain the strengths and weaknesses of technology's impact on the growth and expansion of civilizations. Students can compose explanations, using reasoning, correct sequence, examples and details with relevant information and data.

Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to analyze the interactions between individuals, events and ideas over the course of a text. They could determine the perspective and purpose in a text and analyze how the author distinguishes his or her position from that of others. They can identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient. Students could also analyze how two or more authors writing about the same topic, such as technology's impact on civilization, present key information by emphasizing different evidence or advancing different interpretations of facts. They could compose explanatory texts to examine a topic, such as the strengths and weaknesses of technology's impact on the growth and expansion of civilizations, conveying ideas, concepts and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.

Grade 7: Growth and Expansion of Civilization Standards

Introduction

The focus of grade 7 is the examination of how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders. Students analyze the political, geographic and social impact of the expansion of empires to understand how the interactions of the early modern world establish the foundations of modern society. Students evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

Concepts and Practices	Standards	
I: Questioning	7.I.Q.1	Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.
	7.I.Q.2	Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.
	7.I.Q.3	Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	7.C.CP.1	Compare political institutions and their impacts on people in empires between 600-1600.
C: Roles and Responsibilities of a Citizen	7.C.RR.1	Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
C: Civic Virtues and Democratic Principles	7.C.CV.1	Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.
C: Processes, Rules and Laws	7.C.PR.1	Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.
E: Microeconomics	7.E.MI.1	Analyze the role of consumers and producers in product markets.
	7.E.MI.2	Analyze the relationship between supply and demand.
	7.E.MI.3	Categorize the four factors of production and how they are combined to make goods and deliver services.

Concepts and Practices	Standards	
E: Macroeconomics	7.E.MA.1	Compare the economic development of traditional and market economies.
	7.E.MA.2	Compare how different economic systems choose to allocate the production, distribution and consumption of resources.
E: Specialization, Trade and Interdependence	7.E.ST.1	Explain the impact of supply and demand on the emergence of global markets.
	7.E.ST.2	Analyze the impact of specialization upon trade and the cost of goods and services.
	7.E.ST.3	Explain how growing interdependence and advances in technology improve standards of living.
	7.E.ST.4	Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.
E: Incentives, Choices and Decision Making	7.E.IC.1	Analyze how economic choices were made based on scarcity.
	7.E.IC.2	Analyze the impact of growth and expansion on the allocation of resources and economic incentives.
G: Migration and Movement	7.G.MM.1	Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
G: Human Interactions and Interconnections	7.G.HI.1	Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.
	7.G.HI.2	Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.
G: Human Environment Interaction	7.G.HE.1	Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.HE.2	Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.
G: Geographic Reasoning	7.G.GR.1	Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.GR.2	Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.

Concepts and Practices	Standards	
H: Change and Continuity	7.H.CH.1	Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
H: Cause and Effect	7.H.CE.1	Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.
	7.H.CE.2	Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.
H: Conflict and Compromise	7.H.CO.1	Explain how religion influenced state-building, trade and cultural interactions between 600-1600.
	7.H.CO.2	Evaluate various motives for expansion among multiple empires between 600-1600.
I: Using Evidence	7.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	7.I.U.E.2	Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
	7.I.U.E.3	Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.
I: Communicating Conclusions	7.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
	7.I.CC.2	Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
	7.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.
	7.I.CC.4	Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	7.I.CC.5	Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.

Grade 7: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.	In areas like Africa, the Americas, Asia, Europe and the Middle East, political institutions like centralized monarchies, bureaucracies, tax collection, deliberative bodies, court systems, education systems, labor extraction and support for subjects were developed. Depending on time and place, people had a variety of roles to play within their governing institutions, and the systems of rule could enhance or detract from the lives of those living within them.
C: Roles and Responsibilities of a Citizen	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	Subjects living within empires had various rights, roles, responsibilities and limitations, often dependent upon their position and role in society. However, the source of political legitimacy was usually seen to be given by divine sources who ruled over subjects under their authority. Over time, the source of legitimacy has come to be the will of governed, as active citizens. Depending upon time and place, for example, the rights of women have changed dramatically over time; in some places and times women had unique and independent roles, like those of Buddhist nuns in Tang Dynasty China, and in some places and times, they led very restricted lives, as when foot binding was practiced in Song Dynasty China.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic Virtues and Democratic Principles	7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	The empires and states of this time often concentrated the power of the government in one person. In spite of this, the leader must still maintain order and justice. Each government had its own methods to meet this charge, and, in some places like the Republic of Venice, a more democratic form of government developed, with limited participation by some members of society.
C: Processes, Rules and Laws	7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.	Law codes were created during this time to maintain order and meet the needs of the subjects. In some places, the organization of law codes in organized formats made the legal system more efficient and fairer, for example within the Ottoman Empires. Similarly, in China, the Great Tang Code codified a system for punishments. By writing laws down, justice may become less arbitrary, and a state may be run in a more orderly fashion. However, the idea of rights and responsibilities for all people living under a government has developed slowly over time and is not always present or protected in the law codes of earlier times.

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Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
E: Microeconomics	<p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p>	<p>The economy of the world between 600-1600 exploded into an interregional, and eventually, global marketplace with goods and services being exchanged to meet consumer desires. In addition, the four factors of production: land, labor, capital, and entrepreneurship pushed people to find and produce new products that would generate wealth and expand their empires. For example, during the Age of Exploration, Europeans built on and refined navigation technologies like the compass and astrolabe, which led to the development of international trade for products like silver, sugar, tobacco and tea.</p>
E: Macroeconomics	<p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p>	<p>The difference between a traditional and market economy can be seen in the manner in which economic activities under both systems are carried out. A traditional economy is based on traditions and customs. Traditional economies produce products and services that are a direct result of their beliefs, customs, traditions and religions. In such societies, the question of what to produce is guided by the available resources. To this end, if there is a lot of land, the members of that society might depend on agriculture. If the abundant resource is water, then the society might depend largely on fishing. This is unlike the market system, in which there are many production choices as a result of targeted efforts by the members of the society to utilize different resources to increase the choice of goods and services that are available to consumers. The concept of the market emerged as empires expanded. For example, during the Song dynasty, the money supply increased based on trade routes. This led to moving away from traditional self-sufficiency to a reliance on a cash economy and interdependence.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
E: Specialization, Trade and Interdependence	<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p>	<p>Interregional trading systems, such as the Silk Roads, Indian Ocean Maritime System and the Trans Saharan routes were created through consumer demands for luxury and specialty items. Demand for Asian luxury goods continued to expand during the period of the Crusades, as Europeans sought access to markets from which they were geographically remote. Due to the highly specialized or environmentally dependent nature of many of these items, the cost for them was high. These high costs stimulated a new period of exploration among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe and gunpowder. The creation of the Atlantic System of trade expanded economic growth, stimulated the growth of wealth and linked the continents together to improve average standards of living. Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.</p>
E: Incentives, Choices and Decision Making	<p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p>	<p>Resources are not infinite, and the search to find, conquer and utilize these limited resources was a main driver of the growth of empires during 600–1600.</p> <p>As empires grew, resources became more abundant and stimulated growth within the economy. For example, toward the end of the period, European populations were growing, and productive farmland was scarce. Scarcity provided one incentive for exploration, and lands within the Americas were incorporated into the empires of nations like Spain, Portugal, England, France and the Netherlands.</p>

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Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
G: Migration and Movement	7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.	Push and pull factors either push people away from their home or pull them to a new place. These might include a war, a famine or a new opportunity. Before this period, the collapse of Classical Empires led to a decrease in population and movement. As populations recovered and new empires were built or reconstituted, migrations rose. For example, Arabs who converted to Islam began building large land-based empires across the Mediterranean and into Central Asia. Scandinavian Vikings raided and traded to supplement their farming villages, often settling in new areas and being incorporated into the populations already present. After the creation of the Atlantic System of trade, European indentured servants moved to the coast of North America, as American Indians moved west due to encroachment on their lands. Forced migrations occurred as West Africans were captured and taken through coercion to the Americas and the Caribbean along the Middle Passage of the Triangular Trade Route.
G: Human Interactions and Interconnections	7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.	Trade routes provide one example of cooperation within empires during this period. For example, large West African empires like Ghana, Mali and Songhay controlled much of the world's gold supply, and traders moved across the desert along routes protected by the militaries of West African monarchs in order to gain access to this valued natural resource. Conflict was often the result during the convergence of diverse people in the New World, as individuals, groups of people as well as governments, grappled to control land and resources across the Americas. For example, both the Aztec and Inca Empires were militarily defeated as the empire of Spain fought for control of the resources and labor in these areas.

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Concepts and Practices	Standard	Disciplinary Clarifications
G: Human Interactions and Interconnections <i>(continued)</i>	7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.	While the Age of Exploration brought about economic growth in Europe, a variety of American Indians and indigenous people in the Americas suffered. Europeans brought diseases like smallpox, which devastated American Indian populations.
G: Human Environment Interaction	<p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.</p>	Physical geography influenced nearly everything about how empires and their subjects acted, reacted and interacted. It drove agricultural economies as well as trade routes. For example, the capital of the Byzantine Empire, at Constantinople, was purposefully located at an easily defensible location overlooking a natural chokepoint between the Mediterranean and Black Seas. As trade routes developed, geography helped determine the location of newly thriving towns. As people moved, they adapted to and changed their environment, using the resources around them and causing problems like salinization, pollution and decreasing soil fertility, all of which negatively impacted food supply, sparking innovations like the three-field system as well as further migration to new lands.
G: Geographic Reasoning	<p>7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p>	Understanding how geography both connects and separates people is an important component of understanding empires and peoples in the period 600–1600. For example, a body of water can be seen as a barrier to or a conduit of migration, trade, innovation and culture. The use of geographic tools is essential to understanding patterns of human movement and settlement as well as the ways humans, in turn, impact the environment.

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History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	The creation of the Atlantic System and the Columbian Exchange of plants, animals, people and disease between hemispheres changed the world. 1450–1600 was also a time of frantic land grabs in an era when wealth was most often represented by land ownership. The position of Europe on the world stage began to change, as it moved from the periphery of trade systems to a more central role. As these links were formed, a new global system of trade emerged as plants, animals, ideas and technology were exchanged, and impacts, both negative and positive, were felt.
H: Cause and Effect	<p>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p>	<p>The Renaissance, Scientific Revolution and the Enlightenment were turning points in world history. They came about as a result of the political, geographic, economic and social changes occurring within, and because of, expanding empires. Increased trade, more interconnectedness and the constant search for new resources led people to rediscover the past, develop new ways of thinking and invent new tools and technologies to propel them into the future. Reason began to be prioritized over received wisdom as a new understanding of the natural world, based on scientific experimentation, took hold. The use of reason expanded also, as Enlightenment philosophes wrote about logical ways to organize human societies and formulate government structures.</p> <p>Centralization of governments, closer connections between diverse parts of the world, increasing trade and wealth, the oppression of people to extract labor, and the creation of new social hierarchies are all examples of impacts resulting from the expansion of empires.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise	<p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p>	<p>Empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition. Religion played a crucial role as new empires like the Ottoman Empire based their ideology on Islam. Traders on the Indian Ocean interacted with city-states along the East African Coast, creating the unique Swahili civilization and language. In Europe, fights between Protestant and Roman Catholic Christians caused wars. Empires, such as the West African empires of Ghana and Mali, the Mongol empire in Central Asia, the Aztec and Inca Empires in the Americas and the Tang, Song, and Ming Dynasties of China, expanded and interacted. This time period led to a cultural interconnectedness and cultural diffusion at a larger scale.</p>

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