Maryland State Standards and Frameworks in Social Studies

In the Footsteps of History

Grades 6 and 7 Social Studies Frameworks 2023

Course Overview

Grades 6 and 7 social studies is a two-year experience in which students employ geographic, economic, civic, and historical tools to understand how big geographic questions link the past to the present. Grade 6 and 7 social studies builds on the elementary social studies courses by aligning a progression of skills and student understanding of civics, geography, economics, and history. This two-year sequence ensures that students understand the global context for the events they will study in Middle School United States History as well as establish a foundation for launching their high school experience in Modern World History.

Exploration of each topic should start with an examination of how location affects the events, ideas, and individuals being investigated. In addition, students should understand the broader historical context for each topic. Significant opportunities exist within the framework to integrate claim construction, evidence evaluation, and argumentative writing so that grades 6 and 7 scaffold to support student success on the middle school assessment administered at the end of grade 8.

Organizationally, grades 6 and 7 social studies require students to shift between spatial scales to emphasize interactions between different scales of study and to find connections across time and geography.
The spatial scales incorporated in this framework are:
• **Global:** Concentrates on large-scale patterns occurring in several areas of the globe.
• **Regional:** Concentrates on patterns occurring across more than one place.
• **Local:** Concentrates on patterns in one specific place with unique cultural and physical features.

Rather than chronology, the Grade 6 and 7 Social Studies Framework is organized around a series of big questions related to enduring geographic understandings that link student investigation of the past and present.

The enduring geographic understandings that structure the course are:

• Movement: People, goods, and ideas move across the planet through migration, trade, transportation, and communication networks.

• Human Systems: Humans develop spatial interactions, land use and settlement patterns in the creation of economic, social, political, and cultural systems that connect and divide people across multiple scales.

• Human Interactions with the Environment: Human and environmental systems are interdependent. Humans modify the Earth at various scales to meet wants and needs, and also adapt to long- and short-term changes in environmental systems.

• Place and Region: The physical and human attributes that make a specific location, or place, unique. The shared attributes that link places into coherent and distinct areas, or regions.

In the Footsteps journeys focus on world religions and cultures, as well as their trade and political interactions. The journeys bridge continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in the journeys. VR Walkabouts cover the entire world and explore events in history that touch on many key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

Throughout the framework selected cases studies allow for the analysis of the geographic understandings. If not otherwise defined, the shifting scales of the case studies allow for local and school-based content decisions. When specific places, people, and/or regions for case studies have not been identified, content opportunities are narrowed by the naming of continents; avoiding regional applications that can shift throughout time. To help students in acquiring these understandings, the content of the framework is structured by the following six state social studies standards:

Standard 1.0: Civics

Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis

on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Standard 2.0: Peoples of the Nations and World

Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

Standard 3.0: Geography

Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

Standard 4.0: Economics

Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Standard 5.0: History

Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

Standard 6.0: Skills and Processes

Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

The four dimensions of The Inquiry Arc are reflected in Maryland's Standard 6.0:

1. Developing Questions & Planning Inquiries – constructing compelling and supporting questions, planning inquiries, and determining helpful sources.
2. Applying Disciplinary Concepts & Tools – applying the disciplinary concepts and tools of civics, geography, economics, and history.
3. Evaluating Sources & Using Evidence – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.

4. Communicating and Critiquing Conclusions & Taking Informed Action –
communicating and presenting claims, critiquing claims, and identifying ways to
address problems in their communities.

In the Footsteps of History's lesson plans are based on inquiry, steeped in
student-centered prompts and question formation, encouraging students to look at
multiple points of view when exploring historical events. Varied primary and
secondary sources are used and their validity and biases questioned.

Charts, graphs, and timelines are open to student interpretation. Choices must be
made after reading and evaluating the consequences in gaming situations. The units
are filled with visuals and discussions of artifacts. All lessons ask students to use
supporting evidence to back up claims, arguments, and research theses. Developing
critical thinking skills is the main objective.

All *In the Footsteps of History* lessons have scaffolded levels and a variety of writing
assignments, from journal entries and exit slips to debates, creative writing, and
formal essays. Students are encouraged to both create their own questions and to
think deeply about causation, alternatives, and solutions.

- **Unit 1: Geographic Thinking**
  Unit Enduring Understanding: Geographers ask questions about movement,
  place and region, human systems, and human interaction with the
  environment to interpret the world we live in.
  Unit Question: How would a geographer interpret Earth and the land now
  called the United States?

Every *In the Footsteps of History* unit begins with a geographic exploration of the
region in question. Its people, flora and fauna, trade and inventions, and cultural life
are thoroughly explored, as well as how it has changed over time, including with
recent climate change.

Geographic Understandings (2000 – present)

Why study Earth and the people who live on it?

Students will analyze geography as a tool for learning about the past, present, and planning for future by:

• Analyzing how the physical and human attributes or characteristics of a location make areas unique.

• Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms.

• Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe.

• Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs.

Marco Polo, Henson/Inuit, Isabella Bird, Ibn Battuta, Hatshepsut units, and VR Walkabouts

Human Systems (Culture) (2000 - present)

Who are the people of the United States?

Students will analyze how the cultural geography of the United States demonstrates unity amid diversity by:

• Analyzing the influence of geographic factors on art, music, and architecture in different regions of the United States.

• Examining the diffusion of languages in the United States.

• Comparing ways religion can be seen in the physical and human attributes of local communities.

Inuit unit

Human Interaction with the Environment (2000 - present)

Why is the environment a complex issue in the United States?

Students will analyze how humans in the United States adapt, exploit, manipulate and protect the environment by:

• Analyzing the regional impact of agriculture, industry, and transportation on the environment in the United States.

• Determining the competing social, economic, and political priorities between natural resource use and environmental sustainability.

• Evaluating the range of responses by government, institutions, and industries to human interaction with the environment.

- **Unit 2: Human Interaction with the Environment Unit**
  Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment.
  Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?

The Neolithic Revolution and River Valley Civilizations (12,000 BCE-450 BCE)
Why do complex societies emerge?
Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:
• Analyzing how the agricultural revolution altered the lives of hunter-gatherer societies in creating permanent settlements.
• Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements.
• Evaluating the role of human interactions with the environment in the progression of early complex societies.
Ibn Battuta and Hatshepsut unit, VR Walkabouts

Industrialization and Urbanization (1800s CE – 2000s CE)
Are industrialization and urbanization good for everyone?
Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:
• Identifying the geographic factors that led to societies becoming industrialized and urbanized.
• Comparing and contrasting the cause and effects of industrialization and urbanization in Asia, Africa, and the Americas.
• Evaluating the local impact of industrialization and deindustrialization on the environment and individual communities.
Isabella Bird and Inuit units, VR Walkabouts

Climate Change and Climate Resilience (1980 CE - today)
How does climate change force humans to live differently?

Students will explore how human adaptation, modification, and exploitation of the environment created and furthers climate change by:
• Identifying the origins of human-caused climate change.
• Evaluating the global impact of climate change on the natural environment.
• Evaluating the geographic characteristics that make some communities more vulnerable to climate change than others.
• Evaluating the local, regional, and global attempts to adapt to and mitigate the effects of human-caused climate change.
Ibn Battuta unit: Climate Change in Africa Today Extension, Hatshepsut unit: Egypt's Environmental Crises, Inuit unit

- ● **Unit 3: Human Systems – Political Structures Unit**

  Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.

  Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?

Early State Formation (3100 BCE–500 CE)
How is power lost and gained?
Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:
• Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained.
• Analyzing the motivations for territorial expansion among early complex societies.
• Analyzing how power shifts from one authority to another.
Marco Polo and Hatshepsut units

Theocracies   (500 CE – 1700 CE)
Did theocracies create stability?
Students will analyze regional and local examples of how theocracies generated stability, promoted conflict, and/or caused rebellion by:
• Identifying the role of religion in a theocracy.
• Analyzing factors that contributed to the rise of theocracies.

• Evaluating how theocracies expanded and limited economic and social opportunities.

Ibn Battuta unit

- **Unit 4: Movement of Pathogens and Ideas**

  Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change.

  Unit Question: How can the movement of ideas and the spread of disease create change?

The Movement of Faith (600 BCE-1000 CE)

How do religious systems move and spread?

Students will evaluate the global movement of religion and its impacts by:

• Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam.

• Analyzing how trade, war, and other factors facilitate the spread of religions.

• Evaluating how religions influenced human communities and the formation of societies and empires.

Isabella Bird, Marco Polo, Ibn Battuta units (Buddhism and Islam lessons)

The Decline of Empires (1945 CE-1997 CE)

How can the movement of ideas lead to change?

Students will evaluate the local and global movement of democratic ideals and its impact on colonial empires by:

• Analyzing the role of individual leaders, movements, and strategies in defeating colonial rule in Asia, Africa, and the Middle East.

• Assessing the long-term consequences (boundary disputes, civil war, economic underdevelopment, rise of dictators) of colonialism on the development of newly formed states in Africa, Asia, and the Middle East.

• Evaluating the progress made by former-colonial states in the 21st century.

Isabella Bird unit (British Raj period), Marco Polo World Trade Extensions, Ibn Battuta (Returning Stolen Cultural Artifacts Extension)

- **Unit 5: Movement of Humans**

Unit Enduring Understanding: Human movement facilitates the exchange of religious, cultural, and material goods which can create conflict and transformation. Humans develop spatial interactions, land use and settlement patterns and create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across multiple scales.

Unit Question: How does human movement create change?

The Development of the Muslim World (Dar Al Islam) (600 CE – 1100 CE)

Does territorial expansion strengthen or weaken cultural exchange?

Students will analyze how the expansion of Islam impacted regional political, economic, and cultural transformation by:

• Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion.

• Analyzing Islamic influences on culture throughout Asia, North Africa, and Europe.

• Analyzing leadership decisions made in response to ruling over diverse non-Muslim populations.

Ibn Battuta and Marco Polo units

Mongol Expansion (1100 CE-1400 CE)

Can movement create power?

Students will evaluate how the local and regional expansion of the Mongol Empire facilitated the exchange, generated conflict, and created transformation by:

• Evaluating how leadership, advanced warfare, nomadic pastoralism helped the Mongol Empire gain power and expand.

• Evaluating the impacts of Mongol expansion on the societies conquered.

• Analyzing how territorial expansion increased Mongol contact with Africa, Asia, and Europe.

Marco Polo unit

21st Century Migrations (2000 CE -today)

Is migration inevitable?

 Students will assess the causes and consequences of contemporary global and local migrations by:

• Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants.

• Describing how climate change, food insecurity, population growth, environmental degradation, armed conflict, and other factors impact 21st century migration patterns in and between Asia, Africa, Oceania, Europe, and the Americas.
Ibn Battuta unit (nomadic lifestyle challenges), Inuit unit (challenges)

- ● **Unit 6: Human Systems - Economic Systems**

  Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.

  Unit Question: How can economic systems connect and divide people regionally and globally?

Networks of Exchange (1200 CE-1450 CE)

Is trade worth it?

Students will investigate how regional control of resources promoted regional and global trade among complex societies by:

• Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe.

• Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes.

• Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice.

Marco Polo (Silk Roads) and Ibn Battuta (gold/salt routes) units

Globalization (1980 CE- today)

Is globalization good for everyone?

Students will evaluate the regional and global causes and consequences of globalization by:

• Evaluating how new international institutions, multinational corporations (supply chains), recognition of global human rights, digital communication, industrial technologies (outsourcing) led to accelerated globalization.

• Contrasting the long-term impacts of globalization in Asia, Europe, the Americas, and Africa.

• Analyzing how regional responses to economic globalization promoted and challenged understandings of nationalism.

- **Unit 7: Place and Region Unit**
  Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors.
  Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?

Pre-Columbian Civilizations in the Americas (250 CE-1600 CE)
Does where you live determine how you live?
Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:
 • Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations.
• Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations.
• Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations.
Maya, Inca, Aztec unit (in production)

- **Unit 8: Regional Case Study of Geographic Thinking**
  Unit Enduring Understanding: Geography can explain political, economic, and social patterns of settlement and interaction.
  Unit Question: How do geographic understandings explain the history of the Americas?

First American Nations (10,000 BCE-1607 CE)
How and why do cultural ideas, practices, and innovations change or disappear over time?
Students will analyze how geographic understandings explain the local and regional settlement and interaction of the indigenous people of North America by:
• Examining the role of human systems in the development of early complex societies in North America.
Inuit unit

Colonial and Native Interactions (1490 CE-1763 CE)

What creates conflict and cooperation among and between groups of humans?

Students will examine how regional interaction between European settlers and native populations altered the Americas by:

• Examining the motivations for European exploration and colonialism in the Americas.

• Analyzing the impact of trade, labor systems, and disease on the Indigenous nations and the European colonizers.

• Assessing the effectiveness of Indigenous responses and resistance to European colonization.

Henson and Inuit units

American Indians Today (2010s CE- present)

Who are American Indians today?

Students will examine how American Indian nations responded to European settler colonization by:

• Examining demographic data on contemporary American Indian communities.

• Analyzing the role of native sovereignty in contemporary law.

• Analyzing how native culture among identified tribes has persisted and evolved over time.

• Examining contributions made by American Indians to the political and economic issues of the day.

Inuit unit

High School Modern World History Framework

Course Description

Modern World History focuses on developing students' understanding of world history from approximately 1300 to the present. In world history students interpret evidence and identify significant trends in order to understand major developments across the globe. Students will explore how humans have thought, behaved and interacted across the ages in order to develop an understanding of global patterns of change and continuity. Students of world history study specific people, events, and

ideas by situating them in global, interregional, and regional contexts. Organizationally, world history requires students to shift between global, interregional, and regional spatial scales in order to emphasize interactions between different scales of historical study and to identify connections across time and geography.

The spatial scales incorporated in this framework are:

• **Global Focus:** Concentrates on large-scale patterns occurring in several areas of the globe.

• **Interregional Focus:** Concentration on patterns and comparisons linking multiple regions across geography within a particular era.

• **Regional Focus:** Concentration on local, state, national or regional events within a particular era with significance to global and/or interregional events.

Student investigation of world history is further structured by the use of overarching historical themes that link the four units of the course. While examining content, students are tracing:

• Interaction between humans and the environment;

• Development and interactions of cultures;

• State building, expansion and conflict;

• Creation, expansion, and interaction of economic systems; and

• Development and transformation of social structures.

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- **Collapse and Expansion (1300-1750)**
  Unit Enduring Understanding: The loss of stability creates opportunities for new social, political, and economic organizations.
  Unit Question: How did the loss of the stability generated by the Mongol Empire lead to changes in regional powers?

Collapse and Renewal of Regional Empires
How is power lost and gained?
Students will evaluate the regional reactions to the collapse of the interregional stability by:
• Analyzing the interregional impacts of the bubonic plague and the collapse of the Mongol Empire (2, 3).
VR Walkabout
• Explaining the causes and effects of Islamic expansion and Eurasian trade routes on political and cultural life in West African Kingdoms (1, 2, 3, 4,).
Ibn Battuta unit
• Assessing the causes and effects of the Mughal Empire on India (2, 3, and 4).
Isabella Bird unit
• Evaluating the impact of technology, the Renaissance, and the Reformation on the stability of Western Europe (2, 3, 4, and 5).
VR Walkabouts

Exploration, Colonization, and Global Interaction

How does the interaction of cultures and people lead to conflict and change?

Students will analyze the regional origins and global consequences of overseas expansion in the 15th, 16th, and 17th centuries by:

• Assessing the ways in which the Columbian Exchange and the trans-Atlantic African slave trade affected Europe, Asia, Africa, and the indigenous peoples of the Americas (1, 2, 3, 4, and 5).

Ibn Battuta unit (early slavery), Maya, Inca, Aztec unit (in production)

Industrialization and its impacts

Why do some nations industrialize and others not?

Students will analyze the regional causes and interregional growth of Industrialization by:

• Analyzing how scientific and technological advancements in communication, transportation, and agriculture led to the early Industrial Revolution in England (1, 4).

• Examining how the factory system and capitalism changed economic relationships (4).

VR Walkabouts

Students will identify the immediate and long term regional, interregional, and global effects of Industrialization by:

• Analyzing the causes of the economic gap between industrialized and non-industrialized countries and regions by comparing the positions of Britain, China, the African continent, and India at the end of the 19th Century (3, 4).

Isabella Bird unit (East India Company), Marco Polo World Trade Extension Activities

Imperialism

Was imperialism mutually beneficial?

Students will analyze how and why regional industrialized nations were able to create global imperial empires by:

• Explaining how the need for raw materials, new markets, and cheap labor led to imperialism in Africa and Asia (1, 3, and 4).

• Analyzing how Social Darwinism and scientific racism were used to justify western imperialism throughout the non-western world (2, 3, 4, and 5).

• Examining how warfare, technology, and/or diplomacy were employed by industrialized nations to establish and strengthen control over colonial possessions (3, 4).
• Examining the influence of European ideology, culture, and religious norms on the creation of new political relationships, national identities, and social systems on the peoples of Africa, India, and China (1, 2, and 5).
Isabella Bird unit, Ibn Battuta Extensions

Students will analyze the origin and effectiveness of regional resistance movements in India, Africa, and Asia by:
• Assessing the social, economic, and intellectual origins and significant events that led to the development of Indian Nationalism (3, 5).
Isabella Bird unit (British Raj period)

Globalization (1970- Present)

Unit Enduring Understanding: Increasing global interconnectedness alters political, economic, and cultural relationships by creating new opportunities and challenges.

Unit Question: How does significant global interconnectedness alter political, economic, and cultural relationships?

Global Economic Interdependence

Is globalization a net positive?
Students will evaluate the regional and interregional forces that facilitated the growth of a globally interconnected world by:
• Analyzing the relationship between globalization and the growth of multinational corporations (4).
Isabella Bird Extension
• Evaluating the impact of the European Union (EU), North American Free Trade Agreement (NAFTA), Association of South East Asian Nations (ASEAN), the World Trade Organization (WTO), the International Monetary Fund (IMF), and the World Bank on trade and regional development, and global economic interdependence (4).
• Assessing the impact of digital communication and industrial technologies (outsourcing, containerization, global banking, and automation) on regional and global labor markets (4).
Marco Polo World Trade Extensions

Students will analyze the relationship between globalization, human migration, and the environment by:

• Comparing how globalization contributed to urbanization, population changes, and regional migration in the developing and the developed world (1, 4, and 5).

• Analyzing how globalization challenged and reinforced local traditions regarding class, race, and gender roles (2, 5).

• Evaluating how new communications technologies globalized popular and consumer culture (2, 4, and 5).

• Analyzing the impact of population density and global travel on the spread of, and responses to, diseases (1, 2, and 4).

• Comparing regional, interregional, and global efforts to address resource scarcity, access to clean water, deforestation, global warming, and sustainable sources of energy (1, 4).

Marco Polo World Trade Extensions, Ibn Battuta unit: nomadic lifestyle challenges and Climate Change in Africa Today Extension, and Hatshepsut unit: Egypt's Environmental Crises