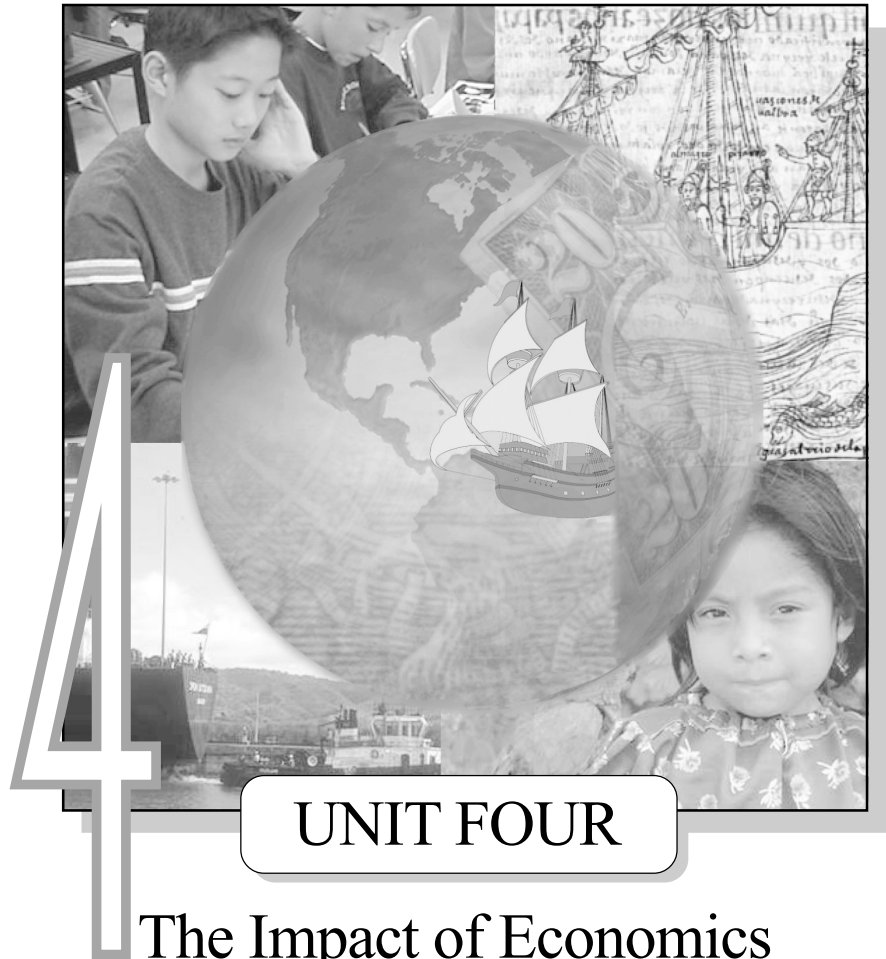


**PROPOSED SOCIAL STUDIES CURRICULUM
BASED ON MSDE STANDARDS AND GOALS**

Seventh Grade Social Studies



UNIT FOUR

The Impact of Economics ONE WORLD PAST AND PRESENT



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www.mcps.K12.md.us/curriculum/socialstd

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Introduction

Unit 7.4 culminates the sixth and seventh grade survey of early world history and cultures and provides a foundation for the study of U.S. history in eighth grade. Through a focus on the ripple effect of the European shift to market economies after the middle ages, students learn the benefits, tensions, and fallout of a world connected by trade. Skill development in this unit also culminates the six -seven experience through continued preparation for essay writing. Throughout the unit students work towards developing an essay regarding the shift to a world market economy. As with the earlier units, be sure to familiarize yourself with the concept focus of the unit before planning instruction.

Begin by reading the *Enduring Understanding and Essential Questions* below. Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT**; these are the content standards for this unit. These standards represent what students should be able to know and do. The standards that are specific to each Lesson Sequence and are further broken down into MCPS Content Focus Statements for each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

- Societies must answer three basic economic questions, what to produce, how to produce, and how to distribute. Tradition, markets, and governments (command) are the major forces that shape the responses to these questions.
- Market economic systems thrive on competition, private ownership, free enterprise, trade, limited government involvement, and continual growth.
- Changes in economic systems affect cultural systems, including political and social systems.
- The move from traditional decision making to market economies from 1450 to 1750 affected social, political, and cultural change in Europe. European nations competed for economic and political power, and the search for new markets led to world wide exploration and colonization. The resulting global economy had long lasting consequences for cultures around the world.
- Today, a successful global marketplace relies on interdependence among people, businesses, and nations. World trade has resulted in overall improvements in the standard of living, however, inequalities remain among nations of the world.

Possible Essential Questions

1. How do different economic systems respond to the three basic questions?
2. What principles do market economies promote?
3. How can economic changes lead to social and political change?
4. How can beliefs in cultural superiority influence interactions with others?
5. Why do nations have different standards of living?

What?

MSDE Content Standards (5/19/00)

[*italics* = not directly assessed on MSPAP, **bold** = MSDE glossary word, [brackets] = MCPS notes]

The student will be able to:

History

The MCPS curriculum exceeds the content expectations of the MSDE Social Studies Voluntary State Curriculum and so National World History Standards are referenced for history in this unit.

- Understand [causes and consequences] of the Renaissance... (6.2B)
- Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia...(6.1B)
- [Analyze] how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries. (6.4A)
- Assess ways in which the exchange of plants and animals [and new diseases] around the world... affected European, Asian, African, and American societies and commerce.(6.1C)
- Analyze the character, development, and source of wealth of strong bureaucratic monarchies of the 16th century. (6.2C)
- Explain how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas.(6.4B)
- Analyze ways in which expanding capitalistic enterprise and commercialization [from 1450-1750] affected relations among states and contributed to changing class and race relations.(6.6.A)

Geography

- construct and interpret graphs, charts, databases, and thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legends/key and scale.
- analyze the influence of transportation and communication on the movement of people, goods, and ideas from place to place.

Economics

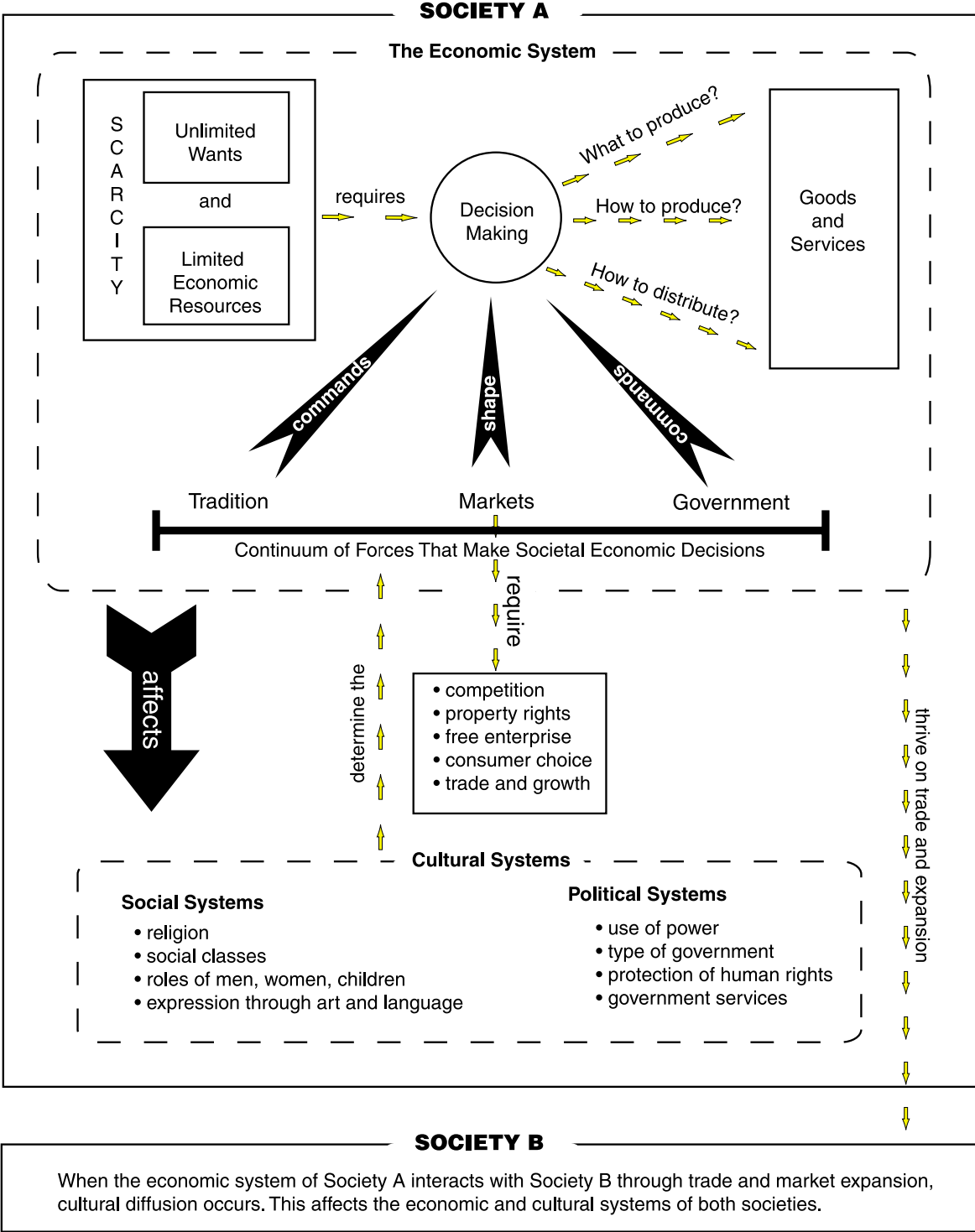
- analyze the relationship between the availability of natural, capital, and human resources, and the production of goods and services now and in the past.
- analyze the role of opportunity cost as it relates to specialization, interdependence, and the need for trade using regional case studies.
- analyze how people and nations benefit from **trade**, including gains in **consumption, production, efficiency, and connections among nations** using regional case studies.

Social Studies Skills

- find, interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents.
- construct various timelines of key events, people, and periods of the historic eras studied and explain how major events are related to each other.
- identify cause and effect and sequence and correlation in historic events.
- analyze issues by stating and summarizing the issue, evaluating different viewpoints, and drawing conclusions based on data.

Concept Map

Seventh Grade - Unit Four • The Impact of Economics: One World Past and Present



History: The move from traditional decision making to market economies from 1450 to 1750 affected social, political, and cultural change in Europe. The search for new markets also led to world wide exploration and colonization, as European nations competed for economic and political power. The resulting global economy had both positive and negative consequences for cultures around the world.

Instructional Flow

Seventh Grade - Unit Four • The Impact of Economics: One World Past and Present

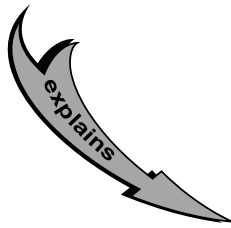
Pre-Assessment

What do students know about the role of markets and trade in an economic system? Students read about pirating along an Indian Ocean trade route to answer questions about geography, trade, and key historical events of 1450-1750.

LS 1 The Market At Work

Through a simulation, students learn how market economies differ from traditional economies and promote productivity, competition, and innovation. After reviewing the Principles of Economics, students compare data on distribution of world resources. Students learn:

- the Principles of Economics - expanded from sixth grade.
- that nations have differing levels of economic development.

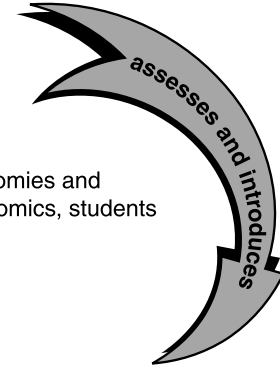


LS 2 The Market Changes Europe

After a synthesis of world history chronology, students complete a mental map of world trade routes in 1450. Both help explain accelerating changes in Europe.

Students learn:

- how the forces of nationalism, industrialism, communication, and humanism changed European nations.
- significant achievements of the Renaissance.



LS 3 New Markets, New Worlds

Students learn how Portugal's innovations in navigation led to new ocean trade routes and contact with a "new" world. Primary and secondary sources about the American conquest are read to learn about the resulting cultural diffusion between the new and old worlds. Students learn:

- how European nations sought to find quicker, more direct, trade routes to the markets of Asia.
- that the conquest of the Aztec and Inca empires established Spain as a key power in the Americas.
- that the cultural diffusion between the many "worlds" had both positive and negative consequences.



LS 4 The Market Changes The World

Moving to the role of colonies and slave trade in the new global trade network, students learn how to write a multi-paragraph essay to answer the question, "How did the development of a global market economy change the world from 1450-1750?" Students learn that:

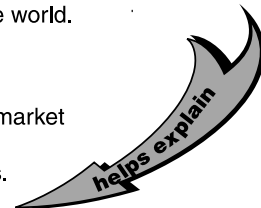
- European nations competed with one another for colonies that served as a source of raw materials and a market for their finished goods.
- European market economies forced many traditional economies around the world to change.
- the establishment of colonies changed the cultures of people around the world.



LS 5 One World Market Today

Students examine several views of how the continuing and accelerating pace of the world market economy, (globalization) is affecting the world today. Students learn:

- globalization is a process of increasing integration and interdependence among nations.
- globalization has both positive and negative consequences for developed and developing nations of the world.



End of Unit Assessment