

Unit 3: A Connected World

7th Grade Honors Social Studies

16 Class Meetings

Created June 2023

Essential Questions

- How does globalization allow people to take control of their destiny?
- Has globalization been a positive or negative influence in the history of West Africa?

Enduring Understandings with Unit Goals

EU 1: Globalization is a transformative process that overcomes geographical boundaries.

- Discover evidence that technology allows us to escape our geography by examining student and world cultures
- Critique arguments about the positive and negative consequences of globalization

EU 2: Globalization can be a positive influence that results in increased wealth and technological innovations.

- Describe the geography and culture of West Africa
- Evaluate the causes and consequences of globalization in ancient African kingdoms

EU 3: Globalization can result in long-lasting socio-economic harm despite having advantageous geographical resources.

- Explain the process and purpose of colonialism and the trans-continental slave trade
- Identify the legacy of colonialism in modern-day Africa

EU 4: New technologies allow humans to control the fate of their nation through globalization.

- Reflect on the historical impact of globalization in West Africa and hypothesize the ways it would be different without globalization
- Evaluate the ability of different technological and social advances to improve the life of people in West Africa through globalization today

Standards

CT Social Studies Frameworks Standards:

- **INQ 6-8.7:** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9:** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **INQ 6-8.11:** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- **INQ 6-8.13:** Critique arguments for credibility

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- **GEO 6-7.2:** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people
- **GEO 6-7.4:** Analyze the cultural and environmental characteristics that make places both similar to and different from one another
- **GEO 6-7.5:** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there
- **GEO 6-7.7:** Analyze how relationships between humans and environments extend or contract settlement and movement
- **GEO 6-7.10:** Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade
- **ECO 6-7.1:** Explain how economic decisions affect the well-being of individuals, businesses, and society
- **ECO 6-7.2:** Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole
- **ECO 6-7.7:** Explain the benefits and the costs of trade policies to individuals, businesses, and society
- **HIST 6-8.1:** Use questions about historically significant people or events to explain the impact on a region.

Common Core State Standards:

- **CCSS.ELA-LITERACY.WHST.6-8.1:** Write arguments focused on *discipline-specific content*
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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- **CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text
- **CCSS.ELA-LITERACY.RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic

Unit Content Overview

1. Globalization and Transcending Geography

- Investigate student cultural assets to find evidence that humans are not trapped by geography
- Research the global cultural impact of globalization and the technologies that facilitate it
- Critique arguments for and against globalization to identify their strengths and weaknesses

2. The Golden Ages of Africa

- Evaluate African geography to predict the course of African history
- Compare student predictions to the causes and consequences of the Golden Age of Empires in West Africa
- Investigate the relationship between globalization and innovation during the Islamic Golden Age in North Africa

3. European Influences in Africa

- Evaluate the geographic obstacles to European intervention in Africa
- Analyze the tools of globalization and the consequences of European colonialism and imperialism and the trans-Atlantic slave trade

4. The Future of West Africa

- Deduce the state of West African nations if there had not been globalization and compare it to modern-day Africa
- Investigate the extent to which new technologies can improve conditions in West Africa through globalization

Vocabulary:

- Globalization, Technology, Innovation, Wealth, Goods, Muslims, Mecca, Hajj, Mosque, Islam, Trade, Innovation, Dispersion, Colonialism, Imperialism, Oppression, Slavery, Racism

Interdisciplinary Connection:

- Language Arts – reading informational texts and writing persuasive, argumentative responses

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Daily Learning Objectives with *Think, Write, Pair, Shares*

Students will be able to...

- Investigate student and world cultures to find evidence that humans have escaped their geography **
 - *You are hopefully wearing clothes. Where was it all made?*
 - *What are some elements of your culture that come from somewhere other than America? How did they become a part of your culture?*
- Evaluate whether globalization is an overall negative or positive influence
 - *Some people believe globalization is ruining the world. Why might they think that?*
- Analyze the geography of Africa by looking at different landforms and predicting their impact on the African nations
 - *During the modern era, Africa has a history of poverty and warfare. What do you know about African geography that might have contributed to that?*
- Test student hypotheses regarding the impact of geography in ancient West Africa
 - *What were your predictions for Western Africa, and which part of its geography do you believe is most responsible for its condition?*
- Connect the relationship between globalization and technological innovation in the Islamic Golden Age
 - *Why might more globalization mean more technological innovation?*
- Role play as a trader on the Trans-Saharan trade to analyze the movement of culture and ideas alongside goods in trade
 - *Why might buying and selling goods result in the spread of culture and knowledge?*
- Investigate the impact of European influence on African history despite geographical obstacles ***
 - *What are the geographic features in the different regions of Africa that would prevent Europeans from entering?*
 - *What is the relationship between war and globalization? Why do you say that?*
 - *The slave trade between Africa and the Americas is another example of globalization. How might that have hurt the nations of Africa? What geographical features made it easier? More difficult?*
- Test student hypotheses regarding the impact of modern technology on the future of West African nations
 - *What modern technology do you think has the greatest potential to improve life for the people of West Africa? Why?*

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- Compare and contrast both ancient and modern West Africa to the West Africa that might have been if there was no globalization
 - *In both ancient and modern West Africa, which technology do you think had the greatest impact on the people of West African nations?*
- Demonstrate an understanding of Unit 3 topics in a summative test and essay
- Write a book for toddlers that explains the mechanisms and consequences of globalization, using West African history as an example ***
 - *Pretend you're talking to a four year-old. How would you define "globalization" for them?*
 - *Look at your children's book so far. What is one thing you would like help with? Ask your TWPS partner for advice.*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Student choice
- Written feedback
- Cornell notes
- Accountable talk
- Homework
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word walls with visuals
- TWPS (think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions

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- Completed notes
- Completed graphic organizers
- Map work
- Homework
- Argumentative Essay: Is Globalization Good or Bad?
 - Literacy Rubric #4
- Unit Task – Globalization 101
 - Accountable Talk Rubric #3

SUMMATIVE ASSESSMENTS:

- Quiz #1: Globalization Transcends Geography (EU 1)
- Quiz #2: Ancient West Africa & Globalization (EU 2)
- Quiz #3: European Intervention in Africa (EU 3)
- Summative Unit 3 Test (EU 1, EU 2, EU 3, and EU 4)
- Unit Task – Globalization for Babies (EU 1, EU 2, EU 3, and EU 4)

Unit Task

Unit Task Name: Globalization 101

Description: Students will use what they have learned about globalization over the course of the unit to write a children’s book explaining the mechanisms and consequences of globalization. The book will be written in the form of a dialogue that would be appealing to small children. Students must include a simple definition of globalization (EU 1) and highlight its benefits and harms using West African history as an example. (EU 2 and EU 3) Finally, students will point out simple ways a toddler can positively participate in globalization by using technology. (EU 4)

Evaluation: Accountable Talk Rubric

Unit Resources

- Teacher-created graphic organizer/data collection sheet for globalization artifacts
- Teacher-created game of subdividing Africa
- Teacher-created game for the trans-Saharan trade route
- Readings on the history of West African kingdoms, European colonialism, globalization generally, the rise of African pop culture, Nigerian tech start-ups, African Elvis, human rights campaigns – saved Newsela PDFs in varying levels
- Islamic Golden Age: https://1001inventions.com/video_clips
- Google maps
- Fast fashion resources to later adapt into a game:
https://passocblog.files.wordpress.com/2019/08/passoc_gr9_geo_module-2-lesson-2.docx-google-docs-1.pdf
- Ethiopia as a fast fashion house: <https://www.bloomberg.com/news/features/2018-03-02/china-is-turning-ethiopia-into-a-giant-fast-fashion-factory>

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- Cultural exchange in the kingdom of Mali: <https://newsela.com/read/lib-cultural-exchange-medieval-africa-europe/id/51364/>
- Pros and Cons of Globalization: <https://smartasset.com/mortgage/the-pros-and-cons-of-globalization>
- Economic consequences of globalization: <https://www.weforum.org/agenda/2019/04/an-economist-explains-the-pros-and-cons-of-globalization-b2f0f4ae76/>
- Interactive WWI Timeline: <https://www.theworldwar.org/explore/interactive-wwi-timeline>
- European colonization of Africa: <https://newsela.com/read/facing-history-expansion-colonialism-africa/id/25098/>
- Paired readings on African colonialism: <https://www.commonlit.org/texts/the-scramble-for-africa/paired-texts>
- Income inequality as a consequence of colonialism: <https://voxeu.org/article/economic-impact-colonialism>
- Top challenges facing modern Africa: <https://www.globalyoungvoices.com/fast-news-blog/2016/5/5/top-challenges-facing-africa-today>
- Laptops or notebooks to capture notes
- Graphic organizers
- Worksheets
- Readings
- Paper & art supplies for posters