

Grade Seven Unit 1 Task 1: Colonization and Connections to Indigenous Peoples

Essential Questions:

- Who benefits from globalization?
- When does (or has) globalization go too far?

Suggested Pacing: 20-25 days



Background: Students in 5th grade made connections to culture and what happens when cultures come together through their study of Native Americans in North America. This informed their thinking when looking at other continents dominated by Western Europe and Western European technology, creating a more worldly view of exploration as not just something that happened in North America but as a worldwide phenomenon that spread Western values and beliefs. Students are entering grade 7 having studied the concept of borders and the politicization of maps, where they explored mapmaking that served specific groups in perceived positions of power. Students have explored what determines who has power and who doesn't.

Task: Who benefits from globalization? In the task, students will explore the effects of colonization on native populations in South America. Students will learn about these effects through the lens of colonization in South America, using geographic, social, economic, and cultural lenses to study the effect that outside forces have on indigenous peoples and their environment. In the task, students will select a historical example of colonization, and through research find and share the effects of colonization on the native population. Through this task students will be Researchers, Innovators, Informed Thinkers, and Communicators.

Social Studies Skills Introduced Through this Task:

- SS.6-7.HIS.1 Explain how people, events and developments can influence, affect and impact a place or region. (6-8.1, 8.1-2)
- SS.6-7.ECO.1: I can explain economic factors that influence decision making and quality of life. (6-7.1-2, 8.1)
- SS.6-7.INQ.3: I can gather evidence and evaluate sources when developing claims, arguments and explanations. (INQ 6-8.6-9)

Purpose: What benefits one does not always benefit all. A very specific group of people benefit from globalization. Depending on where you are standing and the power you have in that position, globalization will impact you differently. Students will explore the colonization of South America and its geographic access to water, along with the rationale for the development of coastal communities by the colonizing powers.

Throughout this task, pair with myWorld:

- *myWorld Interactive Physical Map of South America (located in Saavas myWorld online materials - Topic 4, Introduction)*
- *myWorld Topic 4, Lesson 3: European Colonization of South America*

| Academic Vocabulary | | |
|---|---|--|
| Globalization Colonization Exploration Imperialism Native Cause and effect Research | Indigenous People Inca Dominance Urbanization Amazon Rainforest Human Rights | Environment Societies Collide Social Cultural Economic Political |

Getting Started:

Part I - Geography

Students will create a physical and political map of South America (include the countries, as well as the Amazon Rainforest, Amazon River, and Andes Mountains).

Sources:

[Interactive Map with Bio of each country](#)

myWorld Interactive Physical Map of South America (located in Saavas myWorld online materials - Topic 4, Introduction)

Part II

Students will track the hidden journey of an article of clothing they are wearing. Students will be instructed to check an article of clothing they are wearing to find where it is from. They will then learn about how that article of clothing made its way to them by using research techniques. Then, teachers and students will explore how globalization (the word needs to be defined here) has led to the creation of goods being outsourced to other countries. This will allow students to recognize the impact of globalization in their own lives.

Before beginning the research, have students refer back to their definition of globalization on the chart paper. How do they think their definition of globalization will factor into the journey of a piece of their clothing?

Next, ask students to engage in a study of where their clothing comes from. This study will provide them with a richer background in globalization as they refine their understanding from the first activity. In groups of 3 or four, have students watch the following videos and use their notebooks to take notes:

Videos

- [Life Cycle of a T-Shirt](#)
- [The Clothing Challenge](#)
- [Ted Talk about Fast Fashion and the Environment](#)
- [The Journey of a Nike Sneaker](#)

After students watch the videos and take down some information in their notebooks, give students a chart like the one below, but blank, or have students create this chart in their social studies journals. Ask students to spend a few minutes to complete the chart independently with the information that was gathered on chart paper or the whiteboard.

| Globalization | | |
|---|--|--|
| Words that are like this word: <u>Examples:</u> Colonization Imperialism Exploration | When I hear this word, I think of: <u>Examples:</u> Social media Power and Dominance | When I think about this word, I feel: <u>Examples:</u> Small Connected |

After they have done this in their notebooks, have them share with one another in small groups, or whole group, and end this part of the unit by reinforcing a definition of globalization that students have generated on their own. After the lesson, have students answer this reflective question in their notebooks:

- How does globalization impact me? How does it impact the environment? How does it impact other groups of people?

Making Meaning:

Students will use their inquiry based learning skills to determine why South America is such a coastal-focused continent through an exploration of a variety of primary and secondary sources. Students will use their knowledge from the primary and secondary source analysis, as well as a focused lens on the social, economic, cultural and geographic impact of colonization and globalization, to determine why settlers came to the coast, what impact this had on the development of South American cities as they began to urbanize, and how this impacted the Indigenous populations of South America.

Primary Sources:

- [Geographic Map of South America](#)
- [World Light Pollution Map](#)
- [Images](#) - Slave Auction in Brazil and Dutch Ships in the Harbor in Recife, Brazil

Secondary Sources:

- [South America: Clinging to the Coasts - Map and Article](#)

Opportunity to Assess Journal Writing

In their Social Studies journals, have students write down their thoughts about the following questions.

- Why do you think some countries desire to globalize, expand their power, and dominate?
- How would you feel if someone moved onto land which you have lived on for your entire life?
- How do you see globalism in your own life? (Think about: social media, the internet, products you buy, etc.)

Investigation:

Students are now going to start exploring how South America has developed as a coastal community and the impacts Globalization has impacted the development of South American cities, its impact on Indigenous Peoples, and the economic impacts of Globalization in South America through three stations that include several centers (reading/video, maps or graphics, images, primary sources and first-hand accounts).

The three centers are:

- Cultural Change in South America (Urbanization and Development of Cities)
- Social Change in South America (Indigenous Peoples)
- Economic Change in South America

Students will move through these centers and use their Social Studies Notebooks to capture important information that helps them to understand how Globalization has impacted South America. In their Social Studies Notebooks, have students draw conclusions about the past, compare that to the present, and look for cause and effect relationships/patterns.

| Type of Globalization Impact | myWorld | Additional Resources | Guiding Questions |
|--|---|---|--|
| Cultural Impact of Globalization in South America | <ul style="list-style-type: none"> ● Chapter Connections to be used and added as needed from MyWorld | <p>Articles:</p> <ul style="list-style-type: none"> ● Rapid Population Increase in South America ● Cultural Life of South America ● An Introduction to Colonial Brazil <p>Images</p> <ul style="list-style-type: none"> ● Urbanization Photo ● Graph of Rural vs. Urban Population Through the Years <p>Videos</p> <ul style="list-style-type: none"> ● Latin America's Urban Problem ● South America Geography <p>Fiction</p> <ul style="list-style-type: none"> ● "Prophecies" by Eduardo Galeano (Uruguay) | <ul style="list-style-type: none"> ● What are the cultural impacts of globalization? ● How does globalization impact the development of cities? ● What is urbanization? ● How was life changed by exploration, colonization, and globalization in South America? ● What is happening culturally, socially, geographically, and economically as a result of urbanization in South America? ● Why and how do cultures change? ● Why is culture important? ● How do cultures influence and change each other? |
| Social Impact of Globalization in South America | | <p>Articles</p> <ul style="list-style-type: none"> ● Pizarro and the Fall of the Incas ● New World Encyclopedia <p>Videos</p> <ul style="list-style-type: none"> ● The Rise and Fall of the Inca Empire ● Indigenous Tribe in Brazil Fights | <ul style="list-style-type: none"> ● How does change influence indigenous people? ● What happens when cultures collide? ● How does |

| | | | |
|---|--|---|---|
| | | <ul style="list-style-type: none"> ● Against Illegal Logging in Amazon ● Indigenous Peoples Stats ● Wiwa People Live in the Mountains ● Impacts of Slavery in Brazil <p>Images</p> <ul style="list-style-type: none"> ● First Spanish-Inca Dictionary ● Brazilian Native American Dress <p>Map</p> <ul style="list-style-type: none"> ● Indigenous Peoples Map ● Atlantic Slave Trade Map <p>Non-Fiction</p> <ul style="list-style-type: none"> ● Ada's Violin (This book is used for district writing assessment in 7th grade and is perfect to revisit here.) | <p>globalization impact different groups?</p> <ul style="list-style-type: none"> ● How does power and dominance influence certain groups? ● How do societies change over time? |
| <p>Economic Impact of Globalization in South America</p> | | <p>Articles:</p> <ul style="list-style-type: none"> ● Geography and Economics of South America ● Growing Cashews ● Improving the Life of Fruit Farmers ● South America Trade ● Minerals and Mining South America ● Cattle Ranching and Deforestation <p>Videos:</p> <ul style="list-style-type: none"> ● South America Fruit Exports <p>Images:</p> <ul style="list-style-type: none"> ● Article Link (Use Resource Map) ● Image and Graphic <p>Fiction</p> <ul style="list-style-type: none"> ● The Leaf Detective: How Margaret Lowman Uncovered Secrets in the Rainforest Hardcover by Heather Lang (2021) - this books connects to economics through depictions of logging and cutting down trees for farming | <ul style="list-style-type: none"> ● How does globalization impact local economies? ● What are the effects of globalization on trade? ● How are economies shaped by colliding countries? ● Who benefits from globalization? |

Opportunity to Assess Journal Writing

In their Social Studies journals, have students write down their thoughts about the following questions using their notes from the centers.

- Use the guiding questions for each center as an opportunity to assess understanding. Students will answer questions in their journals.
- Take a look at [this article](#) about the trade issues between the U.S. and China and how it can impact the rainforest in South America.

After students explore through the centers, students use their notes to engage in a class discussion about how the three types of globalization impact South America. Discuss students' opinions about the three ways globalization impact South America and who they think benefits from globalization. *Teachers should capture conversations in a chart or organizer, writing down students' exact words.*

CT Connection:

Students can read [this article](#) in the Norwalk Hour from 2016, where eight students from Connecticut traveled to the Rainforest in South America.

After reading the article, students can gather in groups of three to talk about the following:

- Why are students traveling to the rainforest?
- Why are students from South America coming to study Long Island Sound?
- How are Connecticut and the rainforest connected and possibly dependent on each other?

Students reflect in their journals about the article, as well as connections to globalization - how does this article reflect any type of globalization?

Create/Produce:

Students will select a country in South America which was colonized and analyze the cause and effect of colonization on that country. First, students will analyze the social, cultural, and economic practices and customs of the country PRIOR to colonization.

Next, students will analyze the colonizer's motive and process of colonizing the chosen South American country (how and why did the colonizer country get involved in the colonized country).

Finally, students will analyze the EFFECT of colonization on the social, cultural, and economic aspects of the colonized country.

This cause and effect process will allow students to explore ideas about globalization, which connects to the guiding questions and the essential question for the topic.

[After they have selected a country, students will use this resource to find some basic info about their chosen country BEFORE beginning the research for the task](#)

Students will use this Slide Deck to select and research a country. They will use their notebooks to capture their thoughts, feelings, ideas, and research that they collect before putting together their project.

Questions that will guide students include:

- Can globalization go too far? How do you know?
- How does colonization influence indigenous populations?

Students will have choice in what they research and how they present their findings. Some possible examples of colonizers and colonized peoples that they can choose to research and discuss are:

- Portuguese conquest of Brazil
- Spanish conquest of the Incas in Peru
- Spanish colonization of Columbia
- Spanish colonization of Chile
- Spanish colonization of Argentina
- Spanish colonization of Uruguay
- French colonization in French Guiana
- Dutch colonization in Suriname

Suggested Sources:

-Newsbank Database (accessible through destiny)

-[CIA World Factbook](#)

-[National Geographic Kids](#)

-[Britannica Kids](#)

-Article Bank Library (Unit 1 Folder)

Students will have autonomy in how they present their learning and their ideas about globalization. They will meet at least once with the teacher to discuss their plan and get feedback from the teacher about their approach. Students can create:

- A newspaper article
- A video
- Slides
- A written piece - this could be an informative essay about their country or an opinion/persuasive piece regarding globalization. For either choice, students need to be very clear about who their intended audience is for the work.
- An artistic piece (comic, drawing, etc.) that includes a written rationale - why did the artist make certain choices in color, subject matter, symbols, etc? How do the artist's choices make a clear statement about globalization?

During the workshop time students will have, the teacher will conduct minilessons on:

- Effective research techniques
- Using library databases (Media specialist)
- Collecting information from multiple sources
- Effective inquiry processes and strategies

The teacher will also monitor student progress and meet with students who need [feedback](#) and more intensive support more frequently.

Communicate/Present:

Students will present their finished product to the class. As students are listening to the presentations, they will reflect on the product in their Social Studies journals. Students will write at least one question they have about each presentation and ask that question of the presenter.

Reflection:

Students should use the information and insight gained from their learning in order to draw conclusions and explore other perspectives. Students will reflect on the questions:

- Personal - How has globalization impacted me personally?
- Large scale - How are cultures impacted when they collide?