Grade 7 - Unit 4 - Enduring Legacy

Unit Focus

After having spent the year learning about triumphs and failures of the human condition, Unit 4 takes the lessons of the school year and seeks to help students connect them to their own life. Students will choose from a selection of nonfiction and historical fiction texts as they explore the lived experiences of people around the world. As the students read, they will participate in book groups and chronicle their thoughts through a series of podcast episodes. As the students progress through their book, they will refine their reading skills as well as advance their ability to identify, examine, and trace new concepts introduced in their unique book selection. Application of podcasting and book club protocols (shared with Language Arts classes) are utilized to develop mastery. The unit culminates in the summative podcast in which students detail their understanding and application of a theme from their book and connect it to the world history taught in grades 6 and 7.

The following book choices will be available for students to choose: **Europe:** *You Don't Know What War Is* by Yeva Skalietska; **Africa:** *The Boy Who Harnessed the Wind* by William Kamkwamba; **Asia/Middle East:** *Shooting Kabul* by N.H. Senzai, *Amal Unbound* by Aisha Saeed, *The Bridge Home* by Padma Venkatraman, *When Stars Are Scattered* by Victoria Jamieson and Omar Mohamed; **South America/ Caribbean/ Mexico:** *Treasure of the World* by Tara Sullivan, *The Bluest Sky* by Christina Diaz Gonzalez, *Mexikid* by Pedro Martin.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Elementary and Secondary Social Studies Standards (2023)
Grade 7 - World Regional Studies II

- Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. (7.Inq.1.a)
- Develop compelling and supporting questions that are mutually reinforcing. (7.Inq.1.b)
- Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content. (7.Inq.2.a)
- Organize and prioritize relevant evidence from multiple sources to support claims. (7.Inq.3.b)
- Construct arguments using evidence from multiple sources. (7.Inq.4.a)
- Construct explanations using summary, sequence, examples, and data. (7.Inq.4.b)
- Critique arguments and explanations presented about events or issues in a world region. (7.Inq.4.c)
- Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies. (7.Inq.4.d)
- 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.Inq. 4.e)
- Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. (7.Inq. 4.f)

Transfer

Students will be able to independently use their learning to...
T1 Understand roles in communities and how to propose and/or create change in communities based on important issues.
T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Narrative non-fiction as a resource for learning has strengths and limitations. **U2** High-level questions require critical thinking, analysis, and evaluation, prompting deep understanding and open-ended, subjective answers **U3** Aligning a presentation to one's audience is important to developing a powerful presentation.	*Students will keep considering...* **Q1** What are human rights challenges around the world today? **Q2** What features make for interesting and effective media communication? **Q3** What are the complications of applying human rights to cultures across the globe? **Q4** How do we make meaningful connections between our content, new learning and ourselves?

Stage 1: Desired Results - Key Understandings

- Describe how growth in communication technology has led to the diffusion of ideas and cultural practices (e.g., Hollywood, global news networks, television, telecommunication infrastructure, social media). (7.Geo.7.b)
- Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans). (7.Geo.8.a)
- Analyze how cultural characteristics vary among regions and shape diversity of local communities (e.g., cultural centers, diasporas, cultural universals, taboos, linguistics). (7.Geo.10.a)
- Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). (7.Geo.10.b)
- Explain how global changes in population distribution patterns have affected land use in a region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom). (7.Geo.12.a)
- Explain how political participation varies within different types of government in different eras and contexts (e.g., compulsory voting, protest, volunteerism, women's suffrage). (7.Civ.2.a)
- Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems (e.g., International Court of Justice, International Criminal Court, Paris Agreement, International Atomic Energy Agency). (7.Civ.12.a)
- Analyze the purpose, implementation, and consequences of a policy in both historical and contemporary contexts (e.g., environmental, human rights, public health, White Australia Policy). (7.Civ.13.a)
- Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu). (7.His.2.a)
- Explain how norms regarding gender and sexuality influence the daily lives of people (e.g., LGBTQ+ rights, family structures, matrilineal societies, division of labor, political participation). (7.Geo.4.a)
- Describe different types of economies (e.g., command, market, mixed). (7.Eco.4.a)
- Describe the role of competition in a market economy (e.g., prices, wages, tariffs, trade agreements, international trade organizations). (7.Eco.4.b)
- Explain ways in which money facilitates the exchange of goods and services in both historical and contemporary contexts (e.g., cattle, Cowrie shells, wampum, coins, banknotes, credit cards, cryptocurrency). (7.Eco.5.a)

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG. 1.1)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Levels of Culture: Surface culture, deep culture, unconscious rules. **K2** International Declaration of Human Rights **K3** Features of a compelling podcast **K4** Differences in levels of questioning	*Students will be skilled at...* **S1** Identifying key features of a nonfiction text. **S2** Developing high level questions to guide reading and develop podcasts **S3** Finding text evidence to support claims for podcast discussions **S4** Outlining content-Organizing their podcast information to fit a timeframe **S5** Using technology to edit digital content **S6** Analyzing podcasts to assist in developing a unique presentation style