

Unit 3: A Connected World

7th Grade Honors Social Studies

17 Class Meetings

Revised April 2026

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 and cultural 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:

- **7.Inq.1. a.** 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. b.** Develop compelling and supporting questions that are mutually reinforcing.
- **7.Inq.3.b.** Organize and prioritize relevant evidence from multiple sources to support claims.
- **7.Inq.3.c.** Develop claims and counterclaims in response to a compelling question.
- **7.Inq.4.a.** Construct arguments using evidence from multiple sources.
- **7.Inq.4.b.** Construct explanations using summary, sequence, examples, and data.
- **7.Inq.4.c.** Critique arguments and explanations presented about events or issues in a world region.

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- **7.Inq.4.e.** 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.Geo.3.a.** Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation).
- **7.Geo.7.a.** Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate Highway System, Panama Canal, Mombasa– Nairobi Standard Gauge Railway).
- **7.Geo.8.a.** 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.10.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.b.** Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts).
- **7.His.2.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). Unit 3
- **7.Eco.4.b.** Describe the role of competition in a market economy (e.g., prices, wages, tariffs, trade agreements, international trade organizations).
- **7.Eco.5.a.** 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.6.a.** Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region (e.g., gold inflation related to Mansa Musa’s Hajj, Dutch fur trade in North America, Rainforest logging, Cobalt mining in Democratic Republic of the Congo, global agriculture, Venezuela oil production, illegal poaching).

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

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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.
- **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

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.

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 Age in 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

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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, Wealth, Consumer, Goods, Muslims, Mecca, Hajj, Mosque, Islam, Trade, Innovation, Dispersion, Colonialism, Imperialism, Oppression

Interdisciplinary Connection:

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

Daily Learning Objectives with *TWPS*

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

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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?*
- 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 Differentiated Strategies:

- Word walls with visuals
- TWPS (think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling

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- Key vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Map work
- Homework

SUMMATIVE ASSESSMENTS:

- Quiz #1: Globalization Transcends Geography (EU 1)
- Quiz #2: Ancient West Africa & Globalization (EU 2)
- 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)
 - Teacher scoring guide
- ELA Listening/Interpret FIAB

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: Teacher scoring guide

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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>
- 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/>
- 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