

Unit 3: Globalization
7th Grade Social Studies
17 Class Meetings

Updated May 2023

Essential Questions

- How does globalization impact people around the world?
- 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.

- Analyze the role of globalization in student life and in world cultures
- Critique arguments about the positive and negative consequences of globalization

EU 2: Globalization can generate wealth and resulting in major 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.

- Describe Africa's role in World War I and its involvement in subdivision of the continent
- Explain the process and purpose of colonialism and the trans-continental slave trade
- Identify the legacy of colonialism in modern-day Africa

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
- **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

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- **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.
- **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

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Unit Content Overview

1. What is Globalization?

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- Examine student cultural assets to assess the extent and value of globalization
- Make predictions about the larger consequences of globalization
- Critique arguments for and against globalization to identify each argument's strengths and weaknesses

2. The Golden Age in Africa

- Explore the geography and culture of modern-day Africa
- Analyze the causes and consequences of the Golden Age of Empires in West Africa
- Analyze the causes and consequences of the Islamic Golden Age in North Africa

3. Colonialism in Africa

- Evaluate the role of globalization in European colonialism and the trans-Atlantic slave trade
- Evaluate the modern-day consequences of colonialism
- Write an argumentative essay for or against globalization using evidence from African history

Vocabulary:

- Globalization, Technology, 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

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...

- Create a map that illustrates the role of globalization in their own lives.
 - *Look closely at your backpack, shoes, notebook, or jacket – where was it made?*
- Analyze a foreign city for evidence of globalization around the world.
 - *What are some elements of culture in your life that come from another country? How did those different cultures come into your life?*
- Use close reading strategies to analyze the role of technology in the progress of globalization through history.
 - *Bill Gates said “We’re changing the world through technology.” What are some examples of this throughout history?*

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- Critique the credibility and structure of textual arguments for and against globalization.
 - *Some people think globalization is ruining the world. Why might they think that?*
- Design a presentation on the culture and geography of one of Africa's five regions.
 - *If you were to meet someone today from Africa, what are some questions you might ask them to learn more about their culture and geography?*
- Complete a close-reading activity on the Golden Age of Empires in West Africa and analyze the role of globalization.
 - *Globalization existed two thousand years ago. How might it have been different from globalization today?*
- Investigate the cultural influences of globalization in West African kingdoms through a role-playing game
 - *What was some of the STUFF and some of the IDEAS that traveled through globalization in ancient Africa?*
- Analyze the causes and consequences of the Islamic Golden Age to evaluate the role of globalization in technological innovation.
 - *What is the relationship between technology and globalization?*
- Apply close reading strategies to analyze the modes and consequences of globalization before and during World War II.
 - *What do you think is the relationship between war and globalization? Be prepared to use accountable talk to defend your answers.*
- Evaluate the process, purpose and impact of imperialism and colonialism on Africa.
 - *Look at this political cartoon [of European colonialism]. What do you think is happening, and how might it be related to globalization?*
- Analyze the role of globalization in the trans-Atlantic slave trade
 - *The Americas have a history of slavery. How did globalization affect slavery?*
- Explore the impacts of globalization on modern-day Africa.
 - *Do you think globalization is good for Africa today? Why or why not?*
- Demonstrate an understanding of Unit 3 topics in a summative test and essay
- Investigate the ability of global trade to enrich impoverished nations
 - *When you buy something made in China, does that result in a positive or negative impact for the Chinese people? Why do you say that?*
- Research fair trade companies and organizations and assess their ability to create equity among nations
 - *What could we have done to make the game fair? Is that something we could do in real life?*
- Create a buying guide that shows consumers how they can have a positive impact through global trade**
 - *What advice would you give someone who wanted to help make world trade more fair? Use your research from last class to answer the question.*
 - *Look at your buying guide. What are you struggling with? Ask your TWPS partner for advice.*

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

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SUMMATIVE ASSESSMENTS:

- Quiz #1: What is Globalization? (EU 1)
- Quiz #2: Ancient West Africa & Globalization (EU 2)
- Summative Unit 3 Test (EU 1, EU 2, and EU 3)
- Unit Task – “Fair Trade?” (EU 1, EU 2, and EU 3)

Unit Task

Unit Task Name: “Fair Trade?”

Description: Students will participate in a simulation of global economics that demonstrates the relationship between given resources and trading power. Some students will have many resources, some will have a few, and some will have practically none. Students will participate in a debrief to connect the concepts of trade and disparity to the history of globalization and the current state of economics for most African nations ravaged by colonialism (EU 1, EU 2, and EU 3). In the following class periods, students will research current attempts to make trade fair for people around the world (EU 1). They will use their knowledge of ancient and modern West Africa (EU 2 and EU 3), along with their research, to create a consumer guide to buying goods that make life fairer.

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>
- 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/>

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- 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