



Grade 7 - Unit 4 - Overcoming Inequality

Unit Focus

"How can we be active and effective global citizens?"

This unit is designed to be the culmination of the 7th grade learning experience. Students will consider how global partners have worked to overcome social, economic and political inequality around the world. In order to prepare students for their culminating performance based assessment related to global citizenship in action, students will identify and analyze specific successes from South Africa. Students will use examples of past success to connect to future situations. Students will also consider the United Nations sustainable goals and use them as a guide to develop a plan of action to address a global rights issue. The goal is to empower students to apply their learning from the course to consider and work to become a more informed and effective global citizen.

In this final project, students will investigate a specific human rights abuse occurring today. In this investigation, they will evaluate the extent to which the abuse stems from a failure of governance, a failure to maintain peace in security, and a failure to promote economic opportunity; in doing so, students will conclude the course by seeing how often these three elements are tightly intertwined.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
C3 Framework for Social Studies State Standards <i>Social Studies: 7</i> <i>921591 Dimension 1. Developing Questions & PLANNING INQUIRIES</i> <i>921592 Constructing Compelling Questions</i> <i>921593 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</i> • D1.1.6-8. Explain how a question represents key ideas in the field. • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <i>921596 Constructing Supporting Questions</i> <i>921597 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</i> • D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. • D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. <i>921600 Determining Helpful Sources</i> <i>921601 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</i> • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into	T1 Understand roles in communities and how to propose and/or create change in communities based on important issues.	
	T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 When societal norms change it often leads to conflict.	Q1 How are human rights understood, interpreted, and applied throughout place and time?
	U2 Individuals and groups create change based on action and the spread of ideas.	Q2 How can I make a difference?
	U3 Limited natural and economic resources has led to social and political inequality.	Q3 How do historians recognize past problems and apply their understanding to present issues?
	U4 Corruption in government combined with limited resources have created human rights issues.	Q4 Why do historians consider multiple complex causes and effects of events?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 That after World War II, nations in the southern hemisphere gradually fought for/were given independence from colonial powers	S1 Comparing and contrasting information S2 Evaluation of evidence

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>consideration multiple points of views represented in the sources. <i>921603 Dimension 2. Applying Disciplinary Concepts & TOOLS</i> <i>921670 HISTORY</i> <i>921676 Perspectives</i> <i>921677 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. <i>921681 Historical Sources and Evidence</i> <i>921682 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. • D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources • D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. <i>921694 Dimension 3. Evaluating Sources & USING EVIDENCE</i> <i>921695 Gathering and Evaluating Sources</i> <i>921696 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. • D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <i>921699 Developing Claims and Using Evidence</i> <i>921700 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. • D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <i>921703 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i> <i>921704 Communicating Conclusions</i> <i>921705 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i> <ul style="list-style-type: none"> • D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital </p>	<p>K2 That as these people became sovereign, these new nations were economically underdeveloped compared to the developed world.</p> <p>K3 Human rights issues in these nations are often linked to economic inequality</p> <p>K4 The UN, global governments, and other organizations have made efforts to alleviate poverty and economic inequality</p>	<p>S3 Using evidence to support position</p> <p>S4 Identifying bias and perspective</p> <p>S5 Analysis of statistical information</p>
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STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

documentary).

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

921713 Taking Informed Action

921714 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D4.7.6-8. Assess their 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.

- D4.6.6-8. Draw on multiple disciplinary lenses to 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.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

Global Thinking

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.