

STUDENT
SOURCE
AND SKILL
COMPANION

WORLD GEOGRAPHY






GETTING STARTED

Welcome to the Traverse Source and Skill Companion!

In this book, you will find the sources for each chapter as well as detailed instructions for every Chapter Inquiry.



CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

1 | Introduction to Geography

Opening of the Pelješac Bridge, Croatia, 2022.

CHAPTER OVERVIEW

CHAPTER QUESTION
How does geography help us understand and categorize the world?

CHAPTER OBJECTIVES

1. Explain the five themes of geography.
2. Compare the two branches of geography.
3. Explain the relevance and applications of geography.
4. Participate in a partner discussion about how themes of geography apply to real-world problems, such as wildlife collisions, by gathering information from multiple sources.

CHAPTER QUESTION
"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."
—Barack Obama, when he was president, in a video appearance at the National Geographic Bee, 2012

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Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

CHAPTER NARRATIVE

THEMES OF GEOGRAPHY How are geographic themes categorized?	Source Petroglyphs on Newspaper Rock, Utah, USA	Media Explainer Video: Geography Explainer Video: Absolute and Relative Location Explainer Video: Geographic Coordinates
STUDY OF GEOGRAPHY What kinds of problems could inquiry help geographers solve?	Media Hotspot: Physical Geography Flipbook: Human Geography	
USES OF GEOGRAPHY In what ways do people use geography to understand and live in the world around them?	Media Quick Talk: Mental Maps Interactive Time Line: History of Geography	

CHAPTER INQUIRY ROUTINE

- 1. COMPELLING QUESTION**
How do the themes of geography help people solve real-world problems?
- 2. SOURCE SET**
 - Animal Crossing: World's Biggest Wildlife Bridge Comes to California Highway
 - Proposed Liberty Canyon Wildlife Crossing
 - How Wildlife Corridors Are Designed with Animals in Mind
 - Exploring Interactions between Humans, Wildlife, and Their Habitats through Photographs
- 3. COMMUNICATING CONCLUSIONS**
Analyze Multiple Perspectives: Participate in a partner discussion about the Compelling Question. The goal of this partner discussion is to identify one or more of the themes of geography that connect to the sources and use the theme(s) to respond to the Compelling Question. Before the partner discussion, identify one theme that stands out the most to you after analyzing the sources. During the discussion, decide on one or more themes and come to an agreement about why this theme is important in helping people plan an effective wildlife crossing. After the discussion, you will submit a paragraph-length reflection explaining your answer to the Compelling Question and describing how you and your partner came to an agreement about the importance of your chosen theme(s).

Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

The screenshot shows a digital source page with a top navigation bar containing tabs for 'EARTH'S SPHERES', 'PHYSICAL PROCESSES', 'LANDFORMS', and 'INQUIRY'. The main content area is titled 'CAN WE PREDICT EARTHQUAKES?' and includes a 'Section Question' about physical processes affecting Earth's physical systems. Below this is 'SOURCING INFORMATION' for a podcast by Jessica Robertson and Mike Blanpied from 2008, followed by a 'BACKGROUND' section. A 'GEOGRAPHIC READING SKILL' section titled 'ANALYZING AUDITORY AND VIDEO SOURCES' asks why scientists predict earthquakes. At the bottom, another 'GEOGRAPHIC READING SKILL' section titled 'EXPLORING THE GRAND CANYON THROUGH PHOTOGRAPHS' includes 'SOURCING INFORMATION' and 'BACKGROUND' for various photographs of the Grand Canyon.

Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

Skill Question

Practice social studies skills as you answer questions about the source.

Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

Skill Model

The skill model provides an example of a source analysis using the checklist.

Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

The screenshot shows a reading skill lesson page. It begins with a 'CHECKLIST' section containing questions about the intended audience, purpose, and context of a source. This is followed by a 'SKILL MODEL' section titled 'Here's how one student uses the checklist to analyze "Petroglyphs on Newspaper Rock, Utah, USA."' which includes 'Make observations', 'Make inferences', and 'Go beyond' steps. The final section is 'PRACTICE', which includes a table for recording observations, inferences, and go-beyond thoughts.

Make Observations	Make Inferences	Go Beyond
There is a scene showing someone hunting.	The art shows what the local community was like.	I wonder what else we know about the people who lived there.

CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

CHAPTER INQUIRY

1 | COMPELLING QUESTION

COMPELLING QUESTION
When are inaccurate maps the best maps?

BACKGROUND INFORMATION
Some world maps in textbooks show Greenland to be about the same size as the entire continent of Africa, when in reality, it's actually only one-fourteenth its size. Why are some maps like this inaccurate? In the chapter you learned about how map projections display a 3D world on a 2D surface, which makes accuracy impossible. Distortion on maps can cause problems for geographers, navigators, and anyone seeking to understand the relative size of places. But, can it ever be a good thing? In this Chapter Inquiry, you will explore different types of maps and the purposes they serve in order to draw a conclusion about when distortion can actually make a map more helpful.

SUPPORTING QUESTIONS
Use the Supporting Questions to prepare for the Chapter Inquiry:
• What is the purpose of each map projection?
• How do different map projections serve different purposes?
As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	What Is the Purpose of This Map Type?	How Does the Map Type Serve This Purpose?	Evidence
Behold, the Geographically Correct Tube Map			

INQUIRY PROMPT
Adapt an Argument: Decide on your argument in response to the Compelling Question. Then adapt your argument to take the form of a poster to share with your classmates. Your poster should prominently feature your claim. To support your response, include at least two pieces of evidence from the sources, as well as details or examples from the simulation. Include a caption for each piece of evidence that explains how it supports your claim.

2 | SOURCE SET

 BEHOLD, THE GEOGRAPHICALLY CORRECT TUBE MAP Genre: Image Set Artist: Various Date: Various PAGE 24	 WORLD POPULATION IN FOUR MAPS Genre: Map Date: 2024 PAGE 27
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Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.
• What is the purpose of each map type?
• How do different types of maps serve different purposes?
Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PREPARE
Prepare for your poster. It should include:
• a one- or two-sentence claim addressing the Compelling Question;
• quotes, images, and/or details from at least two of the sources to support your claim;
• details or examples from the simulation that support your claim; and
• a caption for each quote, image, detail, or example that explains how it supports your claim.

3. RESPOND
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:
• The response demonstrates a thorough understanding of the use and validity of maps.
• The response uses significant evidence from multiple sources to develop a convincing claim. The response includes information from multiple points of view, addresses inconsistencies between sources, and identifies limitations of available evidence.
• The poster presents a compelling argument and shows the student's strong awareness of the audience, venue, and format.

INQUIRY PROMPT

COMPELLING QUESTION
When are inaccurate maps the best maps?

Adapt an Argument: Decide on your argument in response to the Compelling Question. Then adapt your argument to take the form of a poster to share with your classmates. Your poster should prominently feature your claim. To support your response, include at least two pieces of evidence from the sources, as well as details or examples from the simulation. Include a caption for each piece of evidence that explains how it supports your claim.

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Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

3 | INQUIRY AND RESEARCH SKILL
ASSESSING OPTIONS FOR ACTION

Examine the "Assessing Options for Action" episode of The Beat to understand how one group of students approaches the process of assessing options for action. Then read the definition and checklist that students discuss in the video.

What are ways that people address issues related to geography?
People address local, regional, and global issues relating to geography in many different ways. Individual actions involve people acting on their own to address an issue based on a personal decision and can include changing one's consumer habits or lifestyle, voting for a particular initiative or candidate, or raising awareness of the issue. Collective actions involve people collaborating to address an issue based on a group decision and can include lobbying a political representative, participating in a governmental action, or fundraising. Actions taken by individuals and groups can impact public policies or government actions taken to address issues that impact the people.

Why is it important to analyze different options for action?
There are many ways to address a single issue. Analyzing various options for action and comparing and contrasting the costs and benefits associated with them will help you decide on the most effective option.

1. CHECKLIST HOW DO YOU IDENTIFY OPTIONS FOR ACTION?

- Use multiple disciplinary lenses to analyze the issue, focusing on its impact, scope, and causes.
- Assess various options for action that address the issue.
 - What methods and strategies have individuals, groups, and the government used to address this issue?
 - What resources and strategies are necessary to implement each action?
 - What are the costs and benefits associated with each option for action?
- Draw a conclusion about which option is most effective.
 - Based on your analysis of costs and benefits, which option for action do you think is most effective at addressing the issue?
 - Why is this method more effective than the other options?

2. SOURCE

Now it's time to practice assessing options for action with LIFE WITHOUT PLASTIC IS POSSIBLE. IT'S JUST VERY HARD, and THE WORLD IS AWASH IN PLASTIC. NATIONS PLAN A TREATY TO FIX THAT., the first two items in your source set. Use the checklist for Assessing Options for Action to read and analyze the sources and fill in your graphic organizer. Then you'll examine a second episode of The Beat showing how the students used the checklist to analyze the same sources.

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The Beat

Some skill lessons include The Beat, a video in which students practice Inquiry and Research Skills and model collaboration.

Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

3. SKILL MODEL

Examine the second episode of The Beat to learn how the students used the checklist to analyze "Life Without Plastic Is Possible. It's Just Very Hard." and "The World Is Awash in Plastic. Nations Plan a Treaty to Fix That."

Here is how one student filled out a graphic organizer to assess the options for action in "Life Without Plastic Is Possible. It's Just Very Hard." and "The World Is Awash in Plastic. Nations Plan a Treaty to Fix That."

Source Title	Action Taken to Address Plastic Waste	Actor: Government and/or Individual	Effectiveness
Life Without Plastic Is Possible. It's Just Very Hard.	Beth cut out plastic in her day-to-day life by changing what she bought and what she used.	Individual	I think this action is not effective for how large the plastic problem is. While people can choose not to buy or use plastic on an individual level, this action does not produce enough change to solve the problem of plastic waste.
The World Is Awash in Plastic. Nations Plan a Treaty to Fix That.	In 2022, 175 countries wrote a treaty where they would all agree to reduce how much plastic they make and throw away.	Government	I think this action is effective in addressing how big and widespread plastic waste is. While it might be difficult to get all nations to agree on a limit to how much plastic they produce, if they can get everyone to agree, this will significantly reduce the amount of plastic waste in the world.

4. PRACTICE

Use the checklist for Assessing Options for Action to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What problems does plastic waste pose?
- What are some existing solutions for dealing with plastic waste?
- What evidence exists about the effectiveness of these solutions?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

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Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

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PRIMARY AND SECONDARY SOURCES LIST

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N Source appears in Chapter Narrative
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UNIT 8

Global Connections



UNIT 8 KEY CONCEPTS



Economic Globalization

Patterns of global interaction emerge as countries develop factors of production that promote interdependence.



Cultural Globalization

People around the world share elements of traditional and pop culture, including food, fashion, and music.



Role of Technology

Communication and transportation technologies bring people closer economically and culturally.

Fans at a cricket match in the UK between Sri Lanka and Pakistan, 2017.

ENDURING THEMES

ECONOMICS AROUND THE WORLD

How do economic trends connect people in different geographic regions?

Many of the products that we use on a daily basis are made in other parts of the world. Economic globalization is a subject of inquiry in modern-day geography. As you learn about how economic activities in one place impact life in another, consider the developments in communication and transportation technology that have made this possible. What are some of the benefits and limitations of living in an economically interconnected world? How might globalization affect life in the years ahead?

THE ENVIRONMENT

In what ways are environmental challenges impacting regions around the globe?

Events and behaviors in one part of the world can yield lasting effects on the environment, both regionally and globally. The consequences of human behavior present some of today's most pressing environmental issues. As you learn about how individuals, businesses, organizations, and governments are confronting the problem, consider the role of international cooperation in mitigating harm to the natural environment. How do social, political, and economic conditions complicate these problems? What are some large-scale solutions to address these concerns?

CIVICS AND CITIZENSHIP

How can civic action on a local level have global effects?

Local actions can play a critical role in addressing the biggest challenges facing the world today. Some of the most complex social, economic, political, and environmental issues have inspired cooperation across borders. As you learn about how people are devising creative and effective responses to various challenges, consider how globalization has impacted connectivity. How can individuals and groups create positive change through collective civic action? What kinds of local activities can have a global reach?



Global Challenges

Environmental, economic, political, and social global challenges do not happen in isolation and require international cooperation.



Global Health

Globalization has aided in expanding health services and technology to those in need around the world.



Global Cooperation

Individuals, organizations, and governments around the world work together to address the most pressing global challenges.

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Globalization



Students learning English, Kathmandu, Nepal.

CHAPTER OVERVIEW



CHAPTER QUESTION

How has globalization changed the way people interact with and view the world?

CHAPTER OBJECTIVES

1. Explain the impact of technology on globalization.
2. Analyze the evolution of economic globalization patterns.
3. Analyze the impact of globalization on cultures.
4. Participate in a Structured Academic Controversy about whether social media has made us more connected by working collaboratively to critique and improve arguments.

“Nowadays one country cannot go alone. This is a global village.”

—Sheikh Hasina, Annual Meeting of the New Champions, World Economic Forum, 2019

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CHAPTER INQUIRY

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CHAPTER NARRATIVE



ROLE OF TECHNOLOGY | How have technological advancements affected globalization?

Source

Concerns in the Samoas over State of Emergency Communications

Media

Interactive Time Line: Communication Technology



ECONOMIC GLOBALIZATION | In what ways has trade changed because of globalization?

Media

Explainer Video: Shipping Containers
Explainer Video: Interdependence
Hotspot: Bicycle Production



CULTURAL IMPACT OF GLOBALIZATION | In what ways does globalization affect culture?

Source

Geisha Dance

Media

Quick Talk: Connectivity
Flipbook: Cultural Globalization

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION

Has social media made people around the world more connected?

2 SOURCE SET

- Social Media Use
- Five Ways Social Media Can Be Good for Teens
- Social Media Deepens Partisan Divides. But Not Always.
- How Has Technology Changed the Concept of Community?

3 INQUIRY AND RESEARCH SKILL

Critiquing and Improving Arguments

4 COMMUNICATING CONCLUSIONS

Analyze Multiple Perspectives: Participate in a Structured Academic Controversy to explore the Compelling Question in a small group. In a Structured Academic Controversy, a group discusses two sides of an issue to better understand why they are in conflict. Each side will prepare and present an argument. Then you will come together as a group to critique and improve each other's arguments. Individually, you will submit a written reflection of at least four sentences that includes a claim with evidence, one critique you gave, and one way you revised your own argument.

CHAPTER SUMMARY

BACKGROUND

- As people developed new technologies and ideas, many countries developed stronger economies, cultures, and unique ways of living.
- Cultures have a way of diffusing and merging as people move around the world, communicate new ideas, and share experiences.
- Globalization represents the movement toward a more connected future, which brings its own challenges and benefits.

Communication and transportation technologies have led to a rapid increase in **globalization** in recent decades. Globalization is the connection and dependence between people around the world. Across oceans and continents, people can be found listening to the same music, wearing the same clothes, and following the same recipes. This is partly a result of the internet connecting people across great distances. Smartphones, satellites, and fiber optic cables have sped up globalization. So, too, have innovations in transportation that have allowed people to more easily travel to distant places.

Before globalization, people relied mainly on their local areas to supply their needs, including food, goods, and services. Things began to change once people started to trade their goods and skills internationally. One of the earliest examples of global trade took place along the Silk Road from the 1st century BCE to the 14th century CE. Merchants crossed routes from Asia to Europe and back. Along the way, they traded goods and ideas from culturally unique regions. Over centuries, advancements in transportation and communication continued. By the middle of the 20th century, a globalized economy had formed. The world's economy is now heavily influenced by **interdependence**, with countries around the globe depending on each other for raw materials and services. Some countries have formed economic alliances called **trade blocs** and eliminated **tariffs**, or taxes on trade. Countries are also connected through **outsourcing**, which is when businesses use a good or service from outside their countries. With so many economic links, if one part of the **supply chain** experiences problems, the impacts can be felt around the world.

Globalization affects more than just economic goods. It has also enabled widespread **accessibility** to ideas and cultures around the globe. Greater **connectivity** has allowed people to more easily exchange traditions and knowledge. For example, hospitals on opposite sides of the world can quickly share medical research with each other. As the world becomes more connected, **lingua francas** become more common. Mandarin Chinese is considered a lingua franca because people in many countries around the world with different native languages use it as a common means of communication. While globalization creates new connections, it also presents challenges. For example, preserving unique cultural traditions can be challenging. Some organizations are working to help. UNESCO preserves important buildings and sites, supporting the world's natural heritage and protecting historical locations and artifacts. UNESCO also works to preserve intangible cultural heritage, which is a practice, skill, or piece of knowledge that is a key part of a culture.

CHAPTER VOCABULARY

accessibility

the ability to be used by many people

connectivity

the way people are linked through cultural and economic globalization

globalization

the connection and dependency between peoples and nations around the world

interdependence

when economies rely on one another for production

lingua franca

a common and shared language

outsourcing

the use of a good or service outside a country

supply chain

the sequence of manufacturing and distribution of a good

tariff

tax on imported goods

trade bloc

a collection of countries that have common rules and government agreements

SOURCES

🔗 Online option

Follow your teacher's directions for completing this activity.

ROLE OF TECHNOLOGY

ECONOMIC GLOBALIZATION

CULTURAL IMPACT OF GLOBALIZATION

INQUIRY

CONCERNS IN THE SAMOAS OVER STATE OF EMERGENCY COMMUNICATIONS

? **Section Question:** How have technological advancements affected globalization?



SOURCING INFORMATION

Genre: Newscast

Participants: Sara Vui-Talitu, Tuiasau Uelese Petaia, Autagavaia Tipi Autagavaia, and Monica Miller

Date: 2018

BACKGROUND

In February 2018, Cyclone Gita ripped through the Pacific islands of Samoa and American Samoa, also known as the two Samoas. As this source from Radio New Zealand explains, when the cyclone slammed into the islands, the radio stations that people rely on for connectivity in emergency situations stopped working properly.

Log in to your digital student account to listen to this newscast.



🔗 Online option



GEOGRAPHIC READING SKILL | Analyzing Primary Sources

Which of the following is the most significant idea expressed by this source?

- A. The people of Samoa had to use the internet during Cyclone Gita to get emergency information due to the damage to the radio station.
- B. The government of Samoa knew of the radio station's problems before Cyclone Gita, but did nothing to fix them, which endangered people's lives.
- C. The government of Samoa had to send crews to give people emergency updates during Cyclone Gita due to the radio station not working.
- D. The people of Samoa could not access the usually reliable emergency broadcast during Cyclone Gita, which had worked previously.

ROLE OF TECHNOLOGY

ECONOMIC GLOBALIZATION

CULTURAL IMPACT OF GLOBALIZATION

INQUIRY

GEISHA DANCE

? **Section Question:** In what ways does globalization affect culture?

SOURCING INFORMATION

Genre: Video

Director: The Asahi Shimbun Video

Date: 2020

BACKGROUND

During the COVID-19 pandemic, in-person contact was severely limited, and technology became an essential means for people to interact. While technology was used to work from home, there were many other aspects of human activity that technology enabled. This video shows one such example: schoolchildren in Japan who were unable to take music and dance classes in school are instructed in a traditional geisha dance.



Online option



GEOGRAPHIC READING SKILL | Analyzing Auditory and Video Sources
How does this video demonstrate the potential of globalization?

ROLE OF TECHNOLOGY

ECONOMIC GLOBALIZATION

CULTURAL IMPACT OF GLOBALIZATION

INQUIRY

SOCIAL MEDIA USE

SOURCING INFORMATION

Genre: Graph

Creator: Pew Research Center

Date: 2021

BACKGROUND

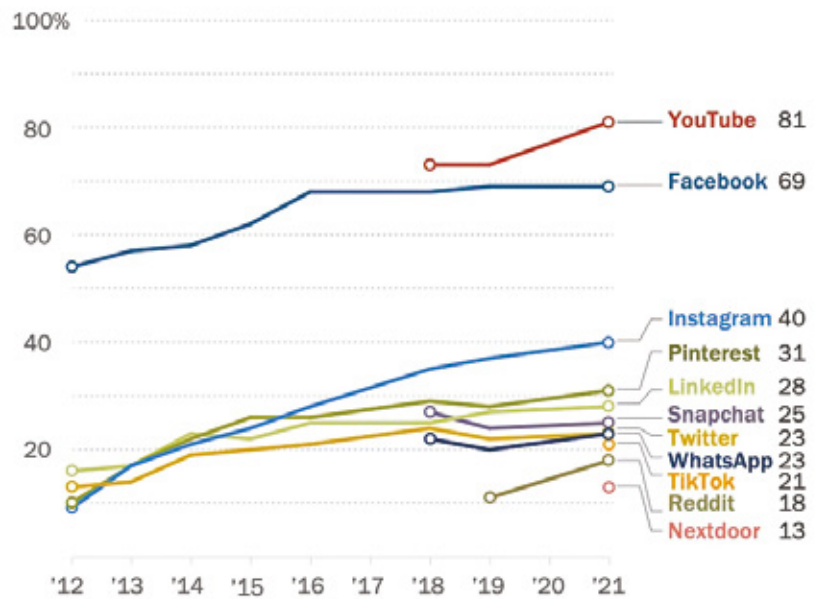
From January 25 through February 8, 2021, the Pew Research Center contacted about 1,500 adults by phone. The center asked participants three questions about their social media usage. The responses were weighted to better represent the U.S. population's demographics. This chart represents some of the findings related to which social platforms people use the most by percentage of the population over time.



Source Analysis: Identify details from the chart, and explain general trends of social media use over time in the United States.

Growing share of Americans say they use YouTube; Facebook remains one of the most widely used online platforms among U.S. adults

% of U.S. adults who say they ever use ...



Note: Respondents who did not give an answer are not shown. Pre-2018 telephone poll data is not available for YouTube, Snapchat and WhatsApp; pre-2019 telephone poll data is not available for Reddit. Pre-2021 telephone poll data is not available for TikTok. Trend data is not available for Nextdoor.

Source: Survey of U.S. adults conducted Jan. 25-Feb. 8, 2021.

"Social Media Use in 2021"

PEW RESEARCH CENTER

Online option



INQUIRY AND RESEARCH SKILL
Constructing Explanations

What are some of the limitations of this graph when thinking about social media use in the United States?

FIVE WAYS SOCIAL MEDIA CAN BE GOOD FOR TEENS

Close Reading: Identify several words, phrases, or sentences that reflect the author's perspective on young people's use of social media, and explain their meaning.



SOURCING INFORMATION

Genre: Article

Author: Caroline Knorr

Date: 2018

BACKGROUND

There have been many articles written on the potential dangers to children due to early exposure to social media. However, less attention has been paid to its potential benefits. Caroline Knorr of the *Washington Post* discusses some of the ways that social media and online connectivity can benefit children and gives advice to parents on encouraging these skills and traits.

And new research is shedding light on the good things that can happen when kids connect, share and learn online. As kids begin to use tools such as Instagram, Snapchat, Twitter and even YouTube in earnest, they're learning the responsibility that comes with the power to broadcast to the world. You can help nurture the positive aspects by accepting how important social media is for kids and helping them find ways for it to add real value to their lives. For inspiration, here are some of the benefits of your child being social-media-savvy:

It lets them do good. Twitter, Facebook and other large social networks expose kids to important issues and people from all over the world. Kids realize they have a voice they didn't have before and are doing everything from crowdfunding social justice projects to anonymously tweeting positive thoughts. Check out these sites that help kids do good.¹

It strengthens friendships. Studies, including Common Sense Media's "Social Media, Social Life: How Teens View Their Digital Lives" and the Pew Research Center's "Teens, Technology and Friendships" show that social media helps teenagers make friends and keep them.

It can offer a sense of belonging. While heavy social media use can isolate kids, a study conducted by

Griffith University and the University of Queensland in Australia found that although American teens have fewer friends than their historical counterparts, they are less lonely than teens in past decades. They report feeling less isolated and have become more socially adept,² partly because of an increase in technology use.

It provides genuine support. Online acceptance — whether a kid is interested in an unusual subject that isn't considered cool or is grappling with sexual identity — can validate a marginalized child. Suicidal teens can even get immediate access to quality support online. One example occurred on a Minecraft forum on Reddit when an entire online community used voice-conferencing software to talk a teenager out of committing suicide.

It helps them express themselves. The popularity of fan fiction (original stories based on existing material that people write and upload online) proves how strong the desire is for self-expression. Producers and performers can satisfy this need through social media. Digital technology allows kids to share their work with a wider audience and even collaborate with far-flung partners (an essential 21st-century skill).

¹Check out these sites that help kids do good: According to Common Sense Media, which hosts the links to these sites, they include Habitat for Humanity, National Geographic Education, National Geographic Kids, and WebRangers.

²socially adept: skilled at socializing with other people



INQUIRY AND RESEARCH SKILL | Analyzing Causal Relationships

Match each benefit of social media with its description. Then explain how it benefits young people in the long term.

Benefit

1. advocacy
2. self-expression
3. mental health support

Description

- A. Young people can collaborate with others or create their own art.
- B. Young people learn about important global issues and voice their support for them.
- C. Young people can contact others to get them through challenging times.

SOCIAL MEDIA DEEPENS PARTISAN DIVIDES, BUT NOT ALWAYS.



Close Reading: Identify the author's central claim about social media's influence on news, and explain the evidence used to support it.



SOURCING INFORMATION

Genre: Article
Author: Claire Cain Miller
Date: 2014

BACKGROUND

It is commonly believed that people getting the majority of news from social media contacts has had a polarizing effect in the U.S. While there is truth in this, it is a complicated issue, with research showing that social media also has the potential to widen people's worldviews. This article discusses this complex phenomenon.

But getting news on social networks like Twitter, versus publications' own websites, can be different. People see information only from people they choose to follow, the content is user-generated, and information travels quickly.

"As we move from a world in which traditional media outlets control the content we receive to a world in which most of the content is coming from our friends, it's really important to understand who your friends are," said Pablo Barberá, a doctoral candidate in politics at New York University studying social media usage and political polarization.

"In political science, we know that who you speak to is very important in your voting decisions and political identity, and I think increased use of these platforms is

going to make network behavior even more relevant in politics," he said.

The new study, published as a working paper by the National Bureau of Economic Research¹ this month, tracked 2.2 million politically involved Twitter users who followed at least one congressional candidate in the 2012 election. The economists analyzed their 90 million links to other people on Twitter and 500,000 tweets about candidates.

Ninety percent of the candidate tweets that liberal voters saw came from Democrats, while 90 percent of the tweets conservative voters saw came from Republicans. If people saw tweets at random, they would have seen about half from Democrats and half from Republicans, the researchers found.

In some cases, social networks could expand the viewpoints people see, Mr. Barberá found; for example, if a liberal in San Francisco who does not talk much with his conservative aunt in Florida sees the articles and updates she posts online. Over time, people who are inadvertently exposed to more diverse points of view could become more politically moderate, he said.

But social media can also have the opposite effect. A recent report by researchers at Pew Research Center

and Rutgers University found that people are less likely to express divergent opinions online or in the real world if they use social media, because they learn more about the ways in which their friends and relatives disagree with them and want to avoid conflict.

The Internet offers us a much wider range of choices about the information we read. But the responsibility for how wide our worldview gets, it seems, is a personal one.

¹National Bureau of Economic Research: a nonpartisan research organization located in Cambridge, Massachusetts

Online option



INQUIRY AND RESEARCH SKILL | Analyzing Causal Relationships

For each scenario, indicate whether it would widen (W) or polarize (P) worldviews, as explained in the article.

1. A liberal in San Francisco sees posts by his conservative aunt in Florida.
2. Ninety percent of the tweets you see come from people who identify with the same party.
3. People become less likely to express political views online because they want to avoid conflict with friends and family.
4. Over time, people inadvertently exposed to diverse viewpoints may become more politically moderate.

ROLE OF TECHNOLOGY

ECONOMIC GLOBALIZATION

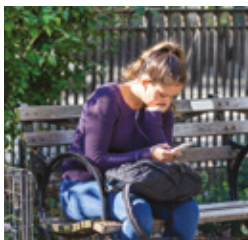
CULTURAL IMPACT OF GLOBALIZATION

INQUIRY

HOW HAS TECHNOLOGY CHANGED THE CONCEPT OF COMMUNITY?



Close Reading: Identify details that reveal Ronald Brownstein's purpose for writing this article, and explain how these details support his purpose.



SOURCING INFORMATION

Genre: Article

Author: Ronald Brownstein

Date: 2015

BACKGROUND

In 2015, the *Allstate/National Journal* conducted its 23rd Heartland Monitor Poll, asking several questions related to Americans' education, employment, personal finances, and family life. Later, *The Atlantic* reported on the poll's findings related to new technologies and how they affect personal relationships. The article explained that Americans hold complex and ambivalent views about the effect technology has had on their communities.

The latest Heartland Monitor Poll explores Americans' attitudes about the rapid advances in communications and computing that has now made it routine for many millions of Americans to reach for their Internet-connected phones or tablets as their first action in the morning and their last one at night. In particular, the poll explores Americans' views on

community in the digital age: how the communications and computing advances have changed the way they connect with friends, family members, and neighbors; and how this is reshaping community life, ranging from where people shop to how they participate in causes they care about.

Over the next week, *National Journal* and *The Atlantic* will report the results from the survey, including specific assessments of how Americans are using the new technologies and how they believe it is reshaping our social interactions. In the big picture, the poll finds Americans mostly enthusiastic about these hurtling changes—though with some clear hesitations and consistent divisions along lines of age, income, education, and, at times, partisanship.¹

Americans returned a mixed verdict on the poll's broadest question: "What effect do you believe the digital revolution has had on the overall quality of life in America?" The share of adults who described the impact as positive (28 percent) was nearly triple the share that viewed it as negative (10 percent). But by far the largest group returned a qualified verdict: 62 percent said the impact had been "mixed, both positive and negative."

Those polled tilted toward more positive assessments on questions that probed specific aspects of the digital transformation. Asked whether the ubiquitous² nature of modern communications was doing more to connect or to isolate Americans, 53 percent of adults endorsed the positive statement that "the digital revolution is improving Americans' quality of life by making it easier to keep in touch with like-minded people from around the country and the world, and to buy products from anywhere conveniently." Even so, 39 percent agreed with the more negative assessment that the changes are diminishing "Americans' quality of life by isolating people from their neighbors and local businesses, and by weakening the sense of community in our neighborhoods."

¹partisanship: the act of supporting an idea or political party firmly, often without attempting to engage with the opposing viewpoint

²ubiquitous: existing everywhere, or extremely common

 Online option



INQUIRY AND RESEARCH SKILL | Analyzing Causal Relationships

Which of the following quotes best supports the poll's findings?

- A. "many millions of Americans . . . reach for their Internet-connected phones or tablets as their first action in the morning and their last one at night."
- B. "Americans are using the new technologies and how they believe it is reshaping our social interactions."
- C. "the largest group returned a qualified verdict . . . the impact had been 'mixed, both positive and negative.'"
- D. "the digital revolution is improving Americans' quality of life by making it easier to keep in touch with like-minded people"

CHAPTER INQUIRY



COMPELLING QUESTION

Has social media made people around the world more connected?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

It seems like everyone is on at least one form of social media. With the increased use of smartphones, people can access social media almost anywhere. What is so appealing about social media? Some might use social media to connect with friends anywhere in the world. Others might use it as a way to deal with day-to-day activities. How has social media affected how we connect with people in the same physical space as us? In this Chapter Inquiry, you will examine if social media has actually made people around the world more connected.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- How do people interact on social media?
- How has social media impacted people's interactions with each other?
- How has social media impacted community?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Connection to the Compelling Question	Evidence
<i>Social Media Use</i>		

INQUIRY PROMPT

Analyze Multiple Perspectives: Participate in a Structured Academic Controversy to explore the Compelling Question in a small group. In a Structured Academic Controversy, a group discusses two sides of an issue to better understand why they are in conflict. Each side will prepare and present an argument. Then you will come together as a group to critique and improve each other's arguments. Individually, you will submit a written reflection of at least four sentences that includes a claim with evidence, one critique you gave, and one way you revised your own argument.

2 | SOURCE SET



PAGE 488

SOCIAL MEDIA USE

Genre: Graph
Creator: Pew Research Center
Date: 2021



PAGE 490

SOCIAL MEDIA DEEPENS PARTISAN DIVIDES. BUT NOT ALWAYS.

Genre: Article
Author: Claire Cain Miller
Date: 2014



PAGE 489

FIVE WAYS SOCIAL MEDIA CAN BE GOOD FOR TEENS

Genre: Article
Author: Caroline Knorr
Date: 2018



PAGE 491

HOW HAS TECHNOLOGY CHANGED THE CONCEPT OF COMMUNITY?

Genre: Article
Author: Ronald Brownstein
Date: 2015



What does it mean to critique an argument?

Critiquing an argument means reviewing the argument to assess its strength and weaknesses.

Why is it important to critique an argument?

There's no such thing as a perfect argument. Any argument can be improved through criticism. Assessing the strengths and weaknesses of your own or someone else's argument can help you arrive at a deeper understanding of the issue being addressed and make improvements to your own argument.

1. CHECKLIST HOW DO YOU CRITIQUE AND IMPROVE AN ARGUMENT?

- ✓ **Carefully review the argument to analyze its audience, purpose, claims, counterclaims, evidence, reasoning, explanations, and overall structure. Does the argument**
 - contain precise and knowledgeable claims?
 - fairly address counterclaims to strengthen its claims?
 - point out the strengths and limitations of both the claims and counterclaims?
 - use relevant and sufficient evidence from multiple credible sources?
 - include logical reasoning?
 - include thorough, logically sequenced explanations with effective supporting details?
- ✓ **Use your review to identify what works and doesn't work in the argument.**
 - What parts of the argument make it more persuasive?
 - What parts of the argument make it less persuasive?
- ✓ **Decide on specific improvements that would strengthen the persuasiveness of the argument.**
 - What would you change, add, or remove to strengthen the argument?
 - How would this revision improve the argument?

2. SOURCE

Before you practice critiquing and improving arguments, read and analyze all four sources in the source set. Then you'll return to this skill lesson to examine a skill model showing how two students used the checklist to critique an opposing argument and improve their own argument.

3. SKILL MODEL

Two students just finished presenting their assigned side in the Structured Academic Controversy with two other peers arguing the other side.

The two students meet to review the other side's argument and develop their critique, taking notes in this chart:

The Other Side	My Notes
<i>a summary of their argument</i>	<i>They said social media has made us more connected because people interact with others all around the world. They used the argument from the source "Five Ways Social Media Can Be Good for Teens" that teens today have a greater sense of belonging and have stronger friendships than many in the past.</i>

<i>my critique of the argument's credibility</i>	<i>The argument itself, while providing good evidence, does not necessarily support the idea that social media makes the world more connected. The article focuses on friendships and feelings of belonging but does not speak to whether or not teenagers are connecting in any way with people from other parts of the world.</i>
<i>my critique of the structure of explanations</i>	<i>The flow of my classmate's argument is a strength. Starting with a clear claim and then presenting evidence helped my classmate build a strong argument. It would be more persuasive to include a counterclaim and refute it.</i>

4. PRACTICE

Use the checklist for Critiquing and Improving Arguments as you participate in the Structured Academic Controversy and respond to the Compelling Question.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- How do people interact on social media?
- How has social media impacted people's interactions with each other?
- How has social media impacted community?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PREPARE

Prepare for your Structured Academic Controversy. Use these sentence starters as needed to prepare for your Structured Academic Controversy:

- To present your argument:
 - Our side's argument is . . .
 - This claim is supported by the source ____.
 - An important piece of evidence from this source is . . .
 - This evidence supports our claim because . . .

- To ensure you have understood a peer's argument:
 - What I heard you say was _____. Is that correct?
- To reach a consensus with your group:
 - A key area of disagreement between the two sides is . . .
 - One area where the two sides overlap is . . .
 - We can combine our arguments into a shared claim by . . .

3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of whether or not social media has made people around the world more connected.
- The response thoroughly critiques an argument for its claims, reasoning, and sequencing of information. The student identifies and explains inconsistencies in the evidence.
- The student successfully identifies and addresses the limitations of an argument. The student thoroughly strengthens the argument by refining claims and counterclaims.
- The student presents thoughtful and well-reasoned questions, claims, arguments, and conclusions in the Structured Academic Controversy. The student demonstrates a wide range of strong discussion skills, including respect, listening, clear reasoning, and supporting claims with evidence.

INQUIRY PROMPT



COMPELLING QUESTION

Has social media made people around the world more connected?

Analyze Multiple Perspectives: Participate in a Structured Academic Controversy to explore the Compelling Question in a small group. In a Structured Academic Controversy, a group discusses two sides of an issue to better understand why they are in conflict. Then, the group works together to develop a shared argument that incorporates ideas from both sides.

Half the students in your group will be assigned Side A, and the other half will be assigned Side B:

- Side A: Social media has made us more connected.
- Side B: Social media has made us less connected.

Each side will prepare and present an argument. Then you will come together as a group to critique and improve each other's arguments. Individually, you will submit a written reflection of at least four sentences that include a claim with evidence, one critique you gave, and one way you revised your own argument.