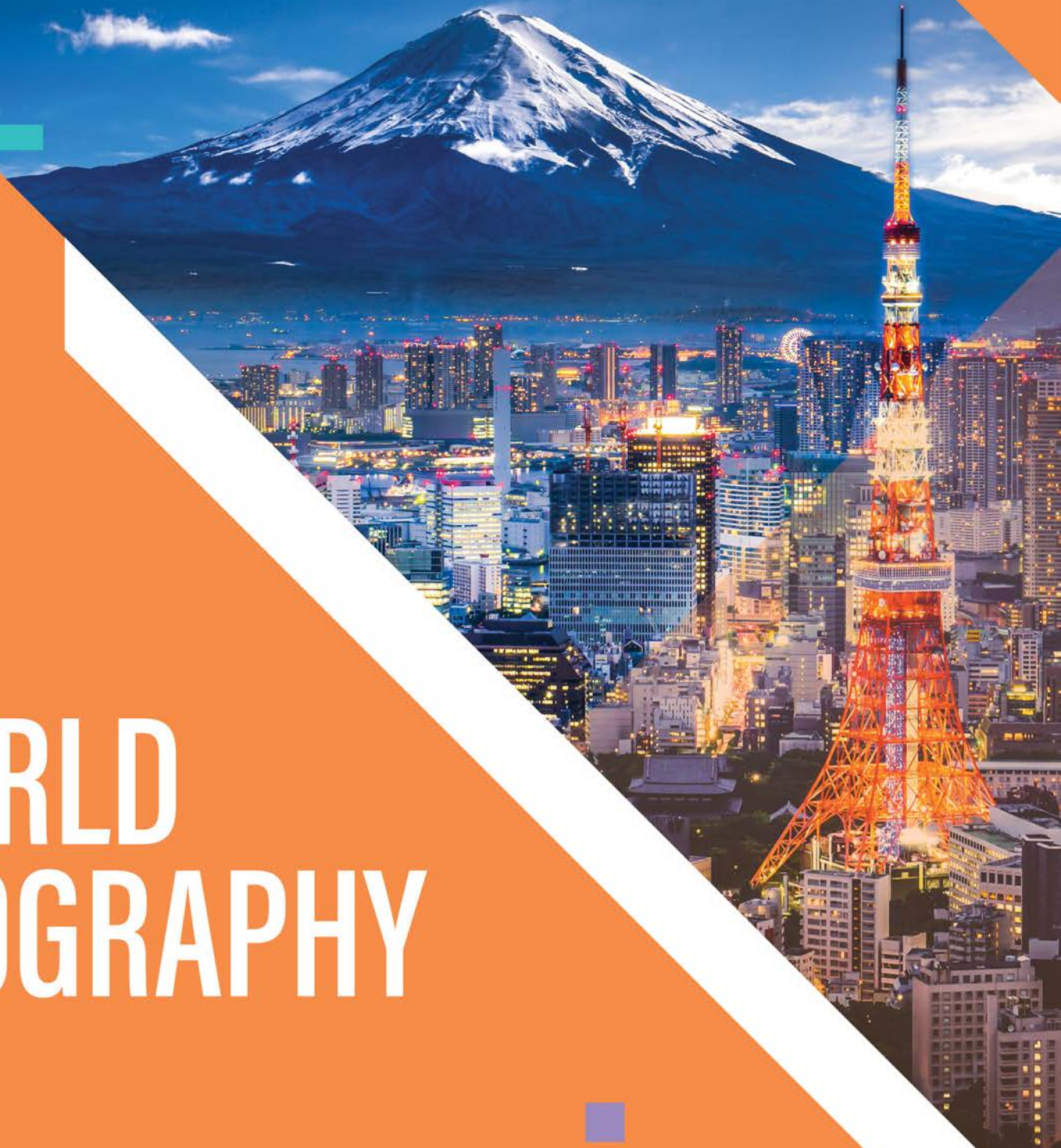


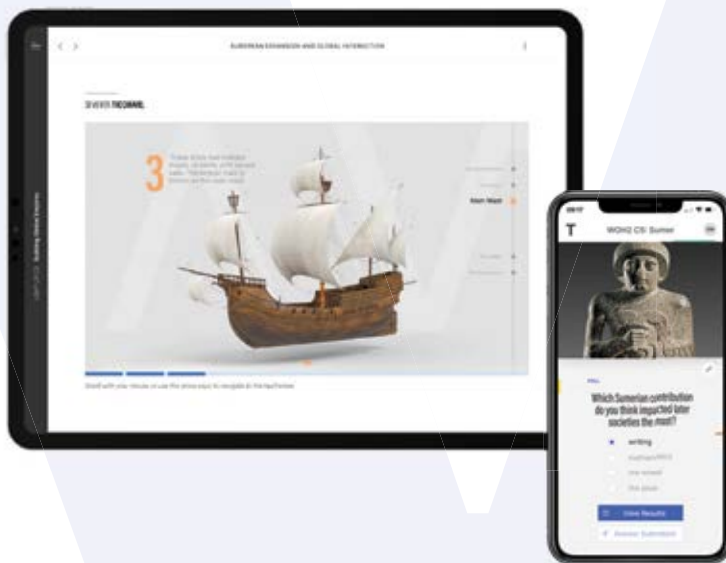
TEACHER
RESOURCE
COMPANION

WORLD GEOGRAPHY



WELCOME TO TRAVERSE

Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



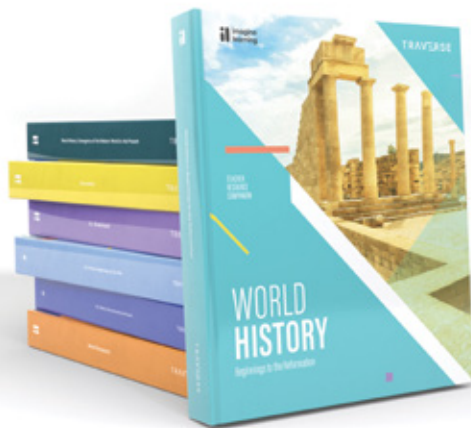
Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.

Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- U.S. Government
- World Geography
- Economics

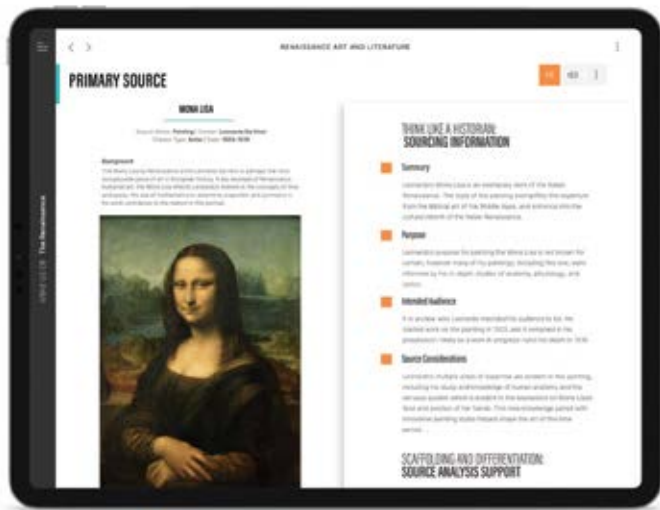
Program Advisors

Dr. Kathy Swan served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

Dr. Sam Wineburg founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.



WHY TRAVERSE



1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

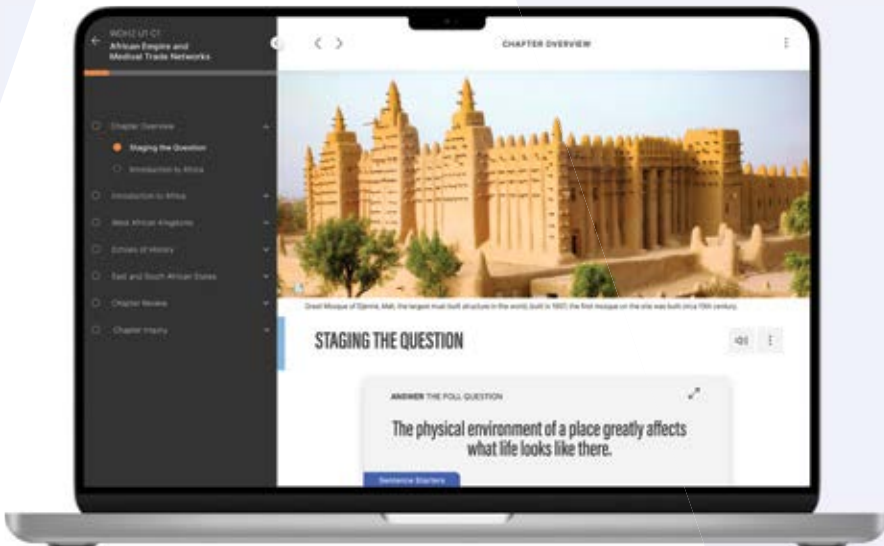
Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.





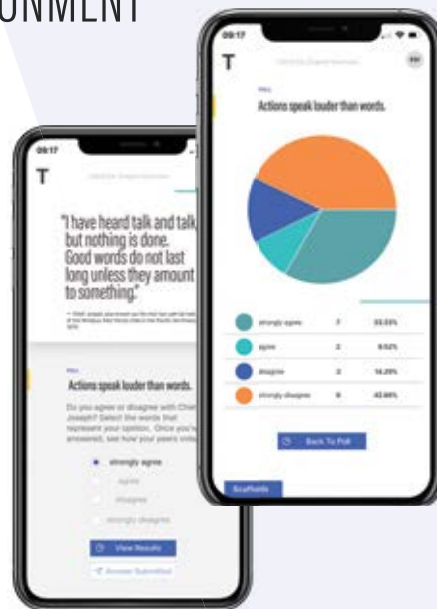
3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.

4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

Chapter Contents

Narratives provide complete standards coverage.

Images and Media

Each section showcases a variety of visual media that enhances student learning.

Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

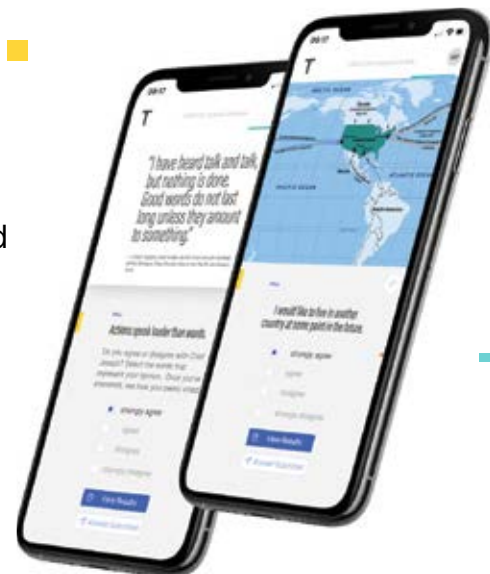
FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

SOURCES

Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

Sourcing Information and Background

Set context for students with relevant source details.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are tabs for "THE SPACE RACE", "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". Below the tabs, the source title is displayed in a dark teal box. To the right, there is a callout box with an "Online option" icon and the text "Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCING INFORMATION" section with details: "Genre: Video", "Director: NASA", and "Date: 1969". A "BACKGROUND" section follows, providing context about the Apollo 11 mission. To the right of the background text is a video player with a play button and a callout box that says "Log in to your digital student account to watch this video." Below the video player, there is a "Media Element" section with a list of options: "1. motion", "2. overview shot", "3. voice-over", and "4. eyewitness account". An "Example" section lists four options: "A. video of astronaut Neil Armstrong descending a ladder", "B. narrative audio confirmation that the video is working", "C. image of many people working at monitors in Houston", and "D. report from the moon's surface". At the bottom, there is an "INQUIRY AND RESEARCH SKILL" section with the text "Exploring Evolving Interpretations" and the question "How might the events in the video have influenced public opinion about the Space Race?". The interface is clean and modern, with a teal and white color scheme.



All sources appear in the digital curriculum as well as print.

TEACHER Resource Companion

THE SPACE RACE	FOREIGN POLICY AND CUBA	FOREIGN POLICY AND GERMANY	INQUIRY
PRIMARY SOURCE APOLLO 11 MOON LANDING			
THINK LIKE A HISTORIAN: SOURCING INFORMATION			
Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.		audience was also the viewing public in the United States and the world.	
Purpose: The purpose of the video was to document Apollo 11's lunar landing.		Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.	
Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the			
SOURCE ANALYSIS SUPPORT			
Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.		Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.	

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

1. motion
A. Explanation: *This was the first human contact with the moon.*
2. overview shot
C. Explanation: *This mission was a large team effort.*
3. voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Think Like a Historian

Develop expertise with in-depth sourcing information.

Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



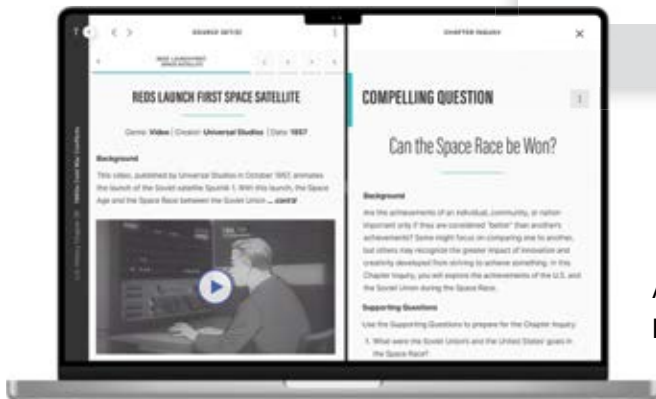
CHAPTER INQUIRY

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.



CHAPTER INQUIRY

COMPELLING QUESTION
Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

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

GRAPHIC ORGANIZER

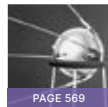
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>Reds Launch First Space Satellite</i>		

INQUIRY PROMPT

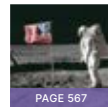
Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



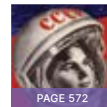
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

PAGE 567



HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

PAGE 570



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

PAGE 571

All elements in the Chapter Inquiry are available online.

CHAPTER INQUIRY

? **COMPELLING QUESTION**
Could the Space Race be won?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

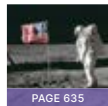
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2 | SOURCE SET



REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

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HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

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IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

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EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

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Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



SKILLS

The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

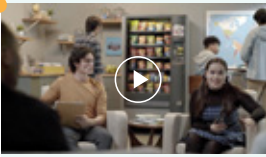
Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES



Examine the “Evaluating Secondary Sources” episode of The Beat to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.


Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

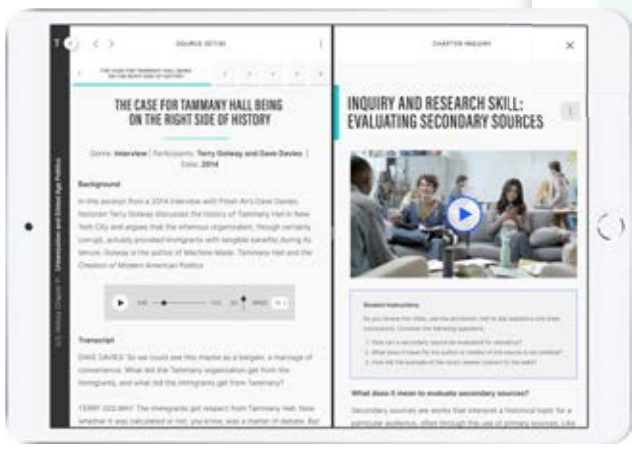
- Analyze the source’s relevance as evidence to answer your Compelling Question.**
 - What is the source’s maker’s interpretation or central argument?
 - How does this interpretation or central argument connect to the Compelling Question?
- Analyze the source’s credibility as evidence to answer your Compelling Question.**
 - Is the information in the source historically accurate? Do other sources contain similar information?
 - Is the maker of this source credible and qualified to discuss the topic?
 - How might the maker’s perspective shape their interpretation or argument?
 - Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?
- Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response.**
 - Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
 - Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze the source 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 source.



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Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

TEACHER Resource Companion

3



INQUIRY AND RESEARCH SKILL EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
- **interpret:** to make sense of and assign a meaning to
- **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



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Economic Geography

| How does geography affect a country's economic activity?

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UNIT 8

Global Connections

Unit 8 takes a close look at the ongoing effects of globalization. Students examine the cultural, economic, and environmental consequences of this phenomenon, analyzing some of the most pressing global challenges of the 21st century—as well as actions that individuals, organizations, and governments are taking to confront these challenges. They will also examine supranational organizations, including some of their accomplishments and critiques. Unit materials include a variety of media, imagery, and case studies to support broad inquiry into the demands and opportunities of an increasingly interconnected world.





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

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UNIT PREVIEW

Before you explore the video and key concepts, ask students to list what they already know about the ongoing effects of globalization.



SKILLS INSTRUCTION AND PRACTICE

FEATURED INSTRUCTIONAL SKILLS

INQUIRY AND RESEARCH SKILL

Chapter 36: Critiquing and Improving Arguments

SPIRALED PRACTICE AND APPLICATION SKILLS

GEOGRAPHIC READING SKILLS

- Analyzing Auditory and Video Sources
- Analyzing Images
- Analyzing Primary Sources
- Analyzing Quantitative Data
- Analyzing Secondary Sources

INQUIRY AND RESEARCH SKILLS

- Communicating Conclusions
- Constructing Compelling and Supporting Questions
- Searching Effectively Online
- Writing Arguments

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.

CAN'T MISS MOMENTS

CHAPTER 36 | Globalization

- 🔗 Quick Talk: Connectivity
- 🔗 Hotspot: Bicycle Production

Section Topic: Cultural Impact of Globalization

CHAPTER 37 | Global Challenges

- 🔗 Interactive Map: Child Labor

Source: For Every Burmese Python You See, There Are 100 to 1,000 You Don't: Expert

CHAPTER 38 | Global Health

- 🔗 Interactive Time Line: Pandemics

Echoes of Geography: Tracing the Origins of the Plague

Moments of Transformation: Polio Vaccine

CHAPTER 39 | Global Cooperation

- 🔗 Time Tunnel: The United Nations
- 🔗 Flipbook: Nongovernmental Organizations

Civic Participation: ELIKA

CHAPTER 40 | Unit 8 Case Studies

Section Topic: K-Pop

- 🔗 Flipbook: Catalonia

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?

CONNECTIONS

Interdependence
Trends and Patterns in Global Trade
The Global Supply Chain
Trade Blocs and Supranational Economic Cooperation

CONNECTIONS

Smog
Invasive Species
Rising Sea Levels in Kiribati

CONNECTIONS

Communication Technology and Global Connectivity
Fighting Pandemics
International Cooperation



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.

CHAPTERS AT A GLANCE



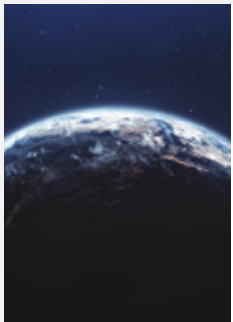
CHAPTER 36 | Globalization

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

- Role of Technology
- Economic Globalization
- Cultural Impact of Globalization

Inquiry Compelling Question
Has social media made people around the world more connected?

Inquiry and Research Skill Instruction: Critiquing and Improving Arguments



CHAPTER 37 | Global Challenges

How do modern global challenges affect society?

- Environmental Challenges
- Economic Challenges
- Political Challenges
- Social Challenges

Inquiry Compelling Question
How can I create my own inquiry about a global challenge?

Inquiry and Research Skill Focus: Constructing Compelling and Supporting Questions



CHAPTER 38 | Global Health

How are health and development related?

- Global Health Advances and Challenges
- Pandemics
- Health Policy

Inquiry Compelling Question
Why do Ikarians live so long?

Inquiry and Research Skill Focus: Writing Arguments



CHAPTER 39 | Global Cooperation

What is the role of international cooperation in a globalized world?

- Nongovernmental Organizations
- International Cooperation
- The United Nations

Inquiry Compelling Question
Who can best help solve global challenges?

Inquiry and Research Skill Focus: Communicating Conclusions



CHAPTER 40 | Unit 8 Case Studies

How does an interconnected world affect people's daily lives?

- K-Pop
- The Catalan Independence Movement
- Rising Sea Levels in Kiribati

Inquiry Compelling Question
How has Generation Z made a global impact?

Inquiry and Research Skill Focus: Searching Effectively Online

UNIT PACING OPTIONS

■ Chapter Narrative
 ■ Chapter Summary
 ■ Chapter Inquiry

SECTION	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
	15 DAYS	20 DAYS	25 DAYS
UNIT INTRODUCTION	1	1	1
CHAPTER 36: GLOBALIZATION Chapter Narrative <ul style="list-style-type: none"> • Role of Technology • Economic Globalization • Cultural Impact of Globalization Chapter Inquiry and Research Skill: Critiquing and Improving Arguments	2 3-4	2-3 4-5	2-3 4-6
CHAPTER 37: GLOBAL CHALLENGES Chapter Narrative <ul style="list-style-type: none"> • Environmental Challenges • Economic Challenges • Political Challenges • Social Challenges Chapter Inquiry	5-6	6-8	7-8 9-10
CHAPTER 38: GLOBAL HEALTH Chapter Narrative <ul style="list-style-type: none"> • Global Health Advances and Challenges • Pandemics • Health Policy Chapter Inquiry	7-8	9-11	11-12 13-14
CHAPTER 39: GLOBAL COOPERATION Chapter Narrative <ul style="list-style-type: none"> • Nongovernmental Organizations • International Cooperation • The United Nations Chapter Inquiry with Simulation	9-11	12-15	15-16 17-19
CHAPTER 40: UNIT 8 CASE STUDIES Chapter Narrative <ul style="list-style-type: none"> • K-Pop • The Catalan Independence Movement • Rising Sea Levels in Kiribati Chapter Inquiry	12-14	16-18	20-21 22-23
UNIT REVIEW AND ASSESSMENT	15	19-20	24-25

SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

LESSON-SPECIFIC SCAFFOLDS	TECH-ENHANCED SCAFFOLDS	TEACHER-PROVIDED SCAFFOLDS
<ul style="list-style-type: none"> Paragraph frames Sentence frames Sentence starters Speaking frames Word banks 	<ul style="list-style-type: none"> Audio with variable speed Leveled text 	<ul style="list-style-type: none"> Reading comprehension strategies Reading comprehension support

BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

CHAPTER	CHAPTER INQUIRY TASK	ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS
36	Participate in a Structured Academic Controversy.	Have students research to find internet articles or videos on the impacts of social media and connectivity and compare the explanations in these episodes to the ones they produced.
37	Create an inquiry.	Require students to include five sources in their source set, with no more than two of the same type of source.
38	Adapt your argument to take the form of a blog post.	Have students analyze the credibility and relevance of each of the sources in the Chapter Inquiry, and then choose one source that they would remove from the source set based on their analysis and include that in their response.
39	Adapt your argument to take the form of a multimedia presentation.	Have students research to find podcast episodes that have been produced on NGOs and supranational organizations and compare the explanations in these episodes to the explanation they produced.
40	Create a poster.	Have students turn their poster into two paragraphs about what the greatest global impact of Generation Z has been so far. They should include one argumentative paragraph with a clear claim and supporting evidence from at least two sources, and a second paragraph that explains their reasoning for the credibility of the sources they chose.

ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



1 INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Geographic Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

2 REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

3 RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

ASSESSMENT

4 | UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

PART 1 VOCABULARY AND GEOGRAPHY KNOWLEDGE

QUESTIONS: 10

FORMAT: Multiple Choice

CONTENT FOCUS:

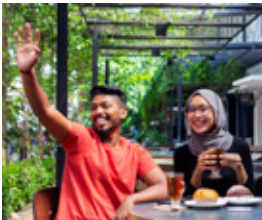
- Benefits of technology
- USMCA trade bloc
- Usefulness of lingua francas
- Global supply chain disruptions
- Success of civil rights movements
- Food insecurity and child labor
- Low rates of development and poor health outcomes
- Challenges of nongovernmental organizations (NGOs)
- Catalonia's 2017 referendum

PART 2 SOURCE ANALYSIS

QUESTIONS: 5

FORMAT: Multiple Choice

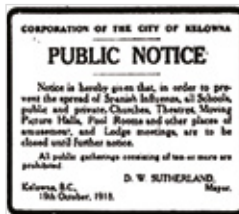
SOURCE SET



Skills in a Globalized World, Kai Chan of the World Economic Forum (WEF)

CONTENT FOCUS: Multilingualism and globalization

SKILL FOCUS: Analyzing Secondary Sources



Public Notice, D.W. Sutherland, Kelowna Record (1918)

CONTENT FOCUS: Flu pandemic of 1918

SKILL FOCUS: Analyzing Primary Sources, Analyzing Images



European Nutritional Label

CONTENT FOCUS: Government health policies

SKILL FOCUS: Analyzing Primary Sources



African NGO (2011)

CONTENT FOCUS: How non-governmental organizations (NGOs) support women

SKILL FOCUS: Analyzing Images



Russia and the UN Security Council

CONTENT FOCUS: UN Security Council and diplomacy

SKILL FOCUS: Analyzing Secondary Sources

PART 3

GEOGRAPHIC READING AND THINKING

QUESTIONS: 5

FORMAT: Tech-enhanced item types: Group and Sort, Chart (Drag and Drop), Cloze

CONTENT FOCUS:

- Advantages and disadvantages of innovations in communication
- Development of international trade
- Environmental challenges
- Vaccinations and immunizations
- K-pop music

PART 4

DOCUMENT-BASED QUESTIONS

QUESTIONS: 5 + 1 (optional)

FORMAT: Multiple Choice, Cloze, Multiselect; Essay (optional)

CONTENT FOCUS: Environmental challenges in Kiribati

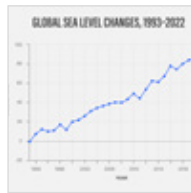
SKILL FOCUS: Analyzing Maps, Analyzing Quantitative Data, Analyzing Secondary Sources, Analyzing Causal Relationships

PROMPT: What environmental challenges does Kiribati face now and in the future, and why? How has the international community responded, and what obligation, if any, do they have to help? Analyze at least three sources to assess the risks posed to Kiribati by global warming and the potential effectiveness of cooperative efforts.

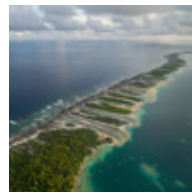
SOURCE SET



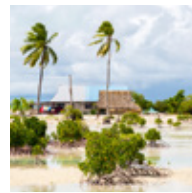
Per Capita CO₂ Emissions, Our World in Data (2023)



Global Sea Level, Climate.gov (2007)



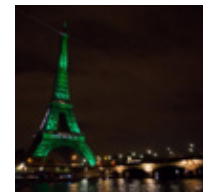
Pacific Risk Profile: Kiribati, Australian Aid, Australia Pacific Climate Partnership Support Unit (2021)



Kiribati—Australia's Commitment to Strengthening Climate and Disaster Resilience in the Pacific, Department of Foreign Affairs and Trade, Australian Government (2021)



Sea Wall Infographic



Paris Agreement, European Commission (2015)

WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

RETEACH chapter content or skills that students have not yet mastered.

REVISE your teaching plan to provide more or less explicit instruction into a skill, topic, or source.

REGROUP students and levels of scaffolding based on progress.

36

Globalization



Students learning English, Kathmandu, Nepal.

CHAPTER OVERVIEW

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.



SKILL INSTRUCTION AND PRACTICE

Chapter 36 Instructional Skill

Critiquing and Improving Arguments

Practice and Application Skills

Analyzing Auditory and Video Sources
Analyzing Causal Relationships
Analyzing Primary Sources
Analyzing Quantitative Data
Analyzing Secondary Sources
Constructing Explanations
Writing Arguments
Working Collaboratively



CHAPTER QUESTION

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

CHAPTER CONTENTS

CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 607

SOURCES

Concerns in the Samoas over State of Emergency Communications pg. 608

Geisha Dance pg. 610

Social Media Use pg. 612

Five Ways Social Media Can Be Good for Teens pg. 613

Social Media Deepens Partisan Divides. But Not Always. pg. 614

How Has Technology Changed the Concept of Community? pg. 614

CHAPTER INQUIRY

pg. 616

CHAPTER PLANNING AND PACING

CHAPTER PACING OPTIONS

Suggested Grouping	
WG	Whole Group
SG	Small Group
IND	Individual

OPTION A Balanced Approach **OPTION B** Inquiry-Focused Approach **OPTION C** Narrative-Focused Approach

SECTION	FEATURES	OPTION A	OPTION B	OPTION C
CHAPTER NARRATIVE	Chapter Overview	DAY 1	Homework	DAY 1
	Role of Technology			
	Economic Globalization	DAY 2		DAY 2
	Cultural Impact of Globalization			
	Chapter Review	DAY 3		DAY 1
	Echoes of Geography			
CHAPTER INQUIRY	Compelling Question	DAY 3	DAY 1	DAY 3
	Source Set		DAY 2	
	Skill: Critiquing and Improving Arguments	DAY 4	DAY 3	Homework
	Communicating Conclusions: Analyze Multiple Perspectives			

SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

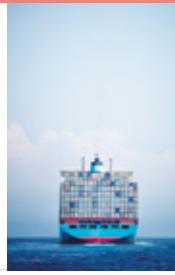
Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

ENDURING THEMES

ECONOMICS AROUND THE WORLD

- What have been the impacts of industrialization?
- What factors impact economic development throughout the world?



CULTURE, ART, AND TECHNOLOGY

- How can culture, art, and technology provide an important perspective on geographical regions?
- How does scientific and technological innovation impact daily life?



CHAPTER MEDIA



Online

Traverse 360
Globalization



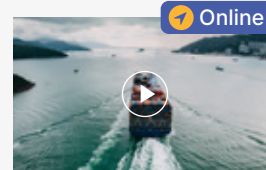
Online

Interactive Time Line
**Communication
Technology**



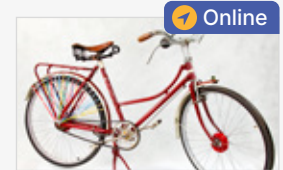
Online

Explainer Video
Shipping Containers



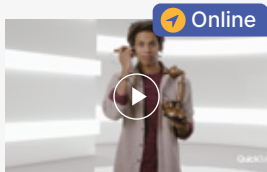
Online

Explainer Video
Interdependence



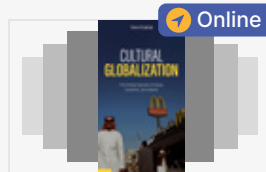
Online

Hotspot
Bicycle Production



Online

Quick Talk
Connectivity



Online

Flipbook
Cultural Globalization

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 NARRATIVE INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

Role of Technology | How have technological advancements affected globalization?



Subsection Topics

- Technology and Globalization
- Transportation
- Communication Technology

Section Vocabulary

globalization

DISCUSSION QUESTIONS

INTERACTIVE TIME LINE: COMMUNICATION TECHNOLOGY

- **Inquiry Connection:** What do you think was the most important communication advancement over the last few centuries? Why? *Accept all reasonable responses that provide support for student conclusions.*
- What might be the next step in communications technology? *Answers will vary but may include virtual or augmented reality video calls or smaller and wearable devices.*
- How can increasing connectivity be a disadvantage for some individuals? *Answers will vary but may include that some people may not be able to afford to connect, resulting in unequal access to services. Another disadvantage may be that connectivity in remote areas may lead to loss of unique cultural traits.*



 Online

CIVIC PARTICIPATION

As global communication and exchanging of cultural ideas rises, many Indigenous languages are falling away into a long list of forgotten traditions.

- The world is home to nearly 7,000 languages, but the vast majority of people only speak about 4 percent of them. This makes thousands of languages in danger of fading away with no one left to carry the traditions on to future generations. Many educators and organizations are working to preserve these languages, such as Euskara from Spain, Quechua in Peru and Bolivia, and the Hawaiian language.
- **Extend Thinking:** What are the benefits of preserving languages?

CONCERNS IN THE SAMOAS OVER STATE OF EMERGENCY COMMUNICATIONS

THINK LIKE A GEOGRAPHER: SOURCING INFORMATION

Summary: This news story was broadcast by Pacific Waves, a program from Radio New Zealand, after Cyclone Gita struck the two Samoas. It describes how the storm limited radio communications due to the radio station in Samoa not having reliable power because of the storm.

Purpose: The source's purpose was to inform the public about what went wrong with the two Samoas' radio stations during Cyclone Gita and how it affected people who rely on those stations for news during emergencies.

Intended Audience: The audience for this source was people who listened to Radio New Zealand, especially those interested in how Cyclone Gita affected the two Samoas.

Source Considerations: While this source chronicles the problems Samoa's main radio station had during Cyclone Gita, it does not go into great detail on how authorities planned to address those problems, nor does it greatly delve into the impact the lack of a radio station had on individual Samoans, especially those living in rural areas.

SOURCE ANALYSIS SUPPORT

ELL

Media: Because this source is a radio broadcast without any accompanying visual elements, students may not grasp the devastation that Cyclone Gita brought to the two Samoas. Encourage students to research how Gita hit those islands.

Vocabulary: Some students may be overwhelmed with terms such as *sporadic*, *urgent*, and *mindset*. Encourage them to look up the definitions of these words in an online dictionary and to record those definitions with their annotation tools.

ANALYZE AND DISCUSS

- What are the creators' central claim? *The creators' central claim is that during Cyclone Gita, people living in the Samoa's could not listen to emergency broadcasts due to the storm damaging radio stations and powerlines.*
- What piece of evidence supports this claim? *Answers will vary but might include, "[M]any locals tried to tune in to be kept informed about the storm especially when they lost power due to downed power lines, but the signal was sporadic."*

Online option



GEOGRAPHIC READING SKILL | Analyzing Primary Sources

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

D. Correct. *Cyclone Gita damaged the radio station, which before this was a reliable source of information in emergency situations, which made the storm even more dangerous.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Economic Globalization | In what ways has trade changed because of globalization?



Subsection Topics

- Global Patterns
- Interdependence
- Global Trade Trends

Section Vocabulary

interdependence, outsourcing, supply chain, tariff, trade bloc

DISCUSSION QUESTIONS

EXPLAINER VIDEO: SHIPPING CONTAINERS

- How are shipping containers built to protect shipments? *Answers will vary but may include that they are made to be incredibly durable and can withstand multiple modes of transportation without significant damage.*
- How are shipping containers designed to be useful around the world? *Answers will vary but may include that the uniform shape is designed to transfer easily from ship to train to truck.*
- What may be some disadvantages to using uniform shipping containers? *Answers will vary but may include the concern of shipping delays while waiting for containers to be filled or the inefficient use of space in shipping.*



Online

MOMENTS OF TRANSFORMATION

Making trade easier and more profitable is a goal that many countries strive for. Before the Panama Canal was built, businesses that traded goods by sea from one side of the Americas to the other had to travel thousands of miles. Today, trade in the region looks much different.

- In 1914, a 40-mile canal was dug through Panama that connected the Atlantic and Pacific oceans. This allowed ships carrying cargo to pass from one side of the Americas to the other much faster, on average saving 3,000–8,000 miles off their trip. Today, around 270 billion dollars pass through the canal each year.
- **Extend Thinking:** How might the Panama Canal impact globalization?

Cultural Impact of Globalization

In what ways does globalization affect culture?



Subsection Topics

- Connectivity
- Standard of Living
- Impact on Local Cultures

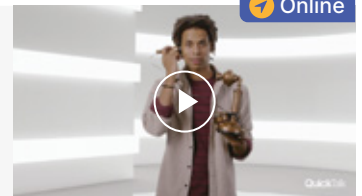
Section Vocabulary

accessibility, connectivity, lingua franca

DISCUSSION QUESTIONS

QUICK TALK: CONNECTIVITY

- What technologies contributed to the evolution of communications? *Answers will vary but may include carrier pigeons, telephones, cell phones, or the internet.*
- What are some examples of early communication technology that are still used today? *Answers will vary but may include landline phones or postcards.*
- What do you think the future of communications will look like? *Answers will vary but may include faster internet or virtual reality meetings.*



Online

MULTIPLE PERSPECTIVES

With the rise in globalized culture, shared through technology around the world, many people have different ideas about preserving or sharing local cultures.

- Cultural tourism is something that is more and more prevalent as people find accessible travel. When tourists come to visit a local culture, they can learn about what makes that place special and also support those who practice that culture. However, sometimes this leads to a commoditization of culture, or treating it like something that is just for sale. This can lead to cultural practices changing to fit the tastes of tourists or the loss of meaning entirely.
- **Extend Thinking:** Do you think the commoditization of culture is a good or bad thing for local cultures?

ROLE OF TECHNOLOGY

ECONOMIC GLOBALIZATION

CULTURAL IMPACT OF GLOBALIZATION

INQUIRY

GEISHA DANCE

THINK LIKE A GEOGRAPHER: SOURCING INFORMATION

Summary: This source is a video of a geisha group giving online music and dance lessons to children who could not attend school because of the COVID-19 pandemic.

Purpose: The video was intended to highlight how people made use of telecommunications technology to interact in a time of mass quarantine.

Intended Audience: This video was taken for viewers and readers of the *Asahi Shimbun*, a major Japanese news company.

Source Considerations: This video is an example of the creative ways people used technology to interact and spread culture during the COVID-19 pandemic. By April 2020, all but 12 countries worldwide had instituted school closures due to World Health Organization recommendations in response to the COVID-19 pandemic. Schools in Japan closed for 11–20 weeks, while many others, including the United States, closed for roughly 41 weeks.

SOURCE ANALYSIS SUPPORT

ELL

Genre: This may be students' first encounter with a video from a newscast in a foreign language. While subtitles are not provided, encourage students to try to determine what is happening from body language and other clues.

Style: Students may not have much background knowledge about traditional Japanese geisha culture. Encourage students to do additional research into the history and cultural role of Japanese geisha.

ANALYZE AND DISCUSS

- What aspects of Japanese culture are being portrayed in this video? *The video portrays examples of dances from Japanese geisha culture, as well as an instructional portion teaching viewers how to imitate or learn these dances.*
- How does this video exemplify how technology helps spread culture? *Without technology, these geisha dances would only be viewable by people in the immediate vicinity of the geisha. With the help of technology, more people can experience the dance, spreading it to places as far as our classroom.*

Online option



GEOGRAPHIC READING SKILL | Analyzing Auditory and Video Sources

How does this video demonstrate the potential of globalization?

In-person interaction has historically been the way that geisha dances have been taught to others. This video took this Japanese tradition and allowed the dance to be taught and spread around the world to whoever has internet access, allowing people to learn the dance from their own homes or in public groups.

SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, sentence frame, and sentence starters for this activity are available digitally for English language learners.

SYNTHESIZING INFORMATION

- To what extent has technology contributed to globalization? *Globalization is more possible because communication technology like smartphones and the internet allows people to connect over long distances. People can share ideas and cultural traditions with each other, allowing these ideas to spread.*
- What have been the most important effects of improved transportation technology in the modern world? *Answers will vary but may include that transportation technology has led to a spread of culture and business and increased global trade.*
- What challenges arise due to improved communication technology and globalization? *Answers will vary, but students may explain that some cultural groups tend to be forgotten when globalized traditions gain popularity, and not everyone has access to things like the internet or smartphones.*
- How has economic globalization changed since the Silk Road? *People can find goods and services from much farther away now, and shipping technologies mean that goods are more accessible and affordable than ever before.*
- How does modern technology contribute to interdependence? *Technology can help countries trade and deliver goods faster, and it helps developing countries compete with more developed nations.*
- How do trade blocs contribute to globalization? *Answers will vary but may include a discussion of how trade blocs have the benefits of lower taxes and tariffs, which can create stronger political and cultural ties to nearby countries.*
- How has global connectivity created increased globalization? *The invention of new technology like the internet and convenient air travel has allowed people to share ideas and experiences over long distances, creating global connectivity.*
- In what ways has globalization changed people's daily lives? *As the world becomes more globalized, people are able to share technology and advancements like better health-care practices. The standard of living can improve when people connect in this way. People also have more exposure to different cultures and opportunities.*
- What are some negative effects associated with globalization? *Globalization affects local cultures in many ways, including the monetization of cultural practices or the loss of local languages and traditions.*

NOTES

SOURCES

ROLE OF TECHNOLOGY

ECONOMIC GLOBALIZATION

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INQUIRY

SOCIAL MEDIA USE

THINK LIKE A GEOGRAPHER: SOURCING INFORMATION

Summary: A chart shows the results from a 2021 Pew Research Center survey that identified the social platforms adults in the United States use the most.

Purpose: This chart was created to summarize the findings from the Pew Research Center's study regarding social media platforms used in 2021.

Intended Audience: This chart was published by the Pew Research Center to be read and viewed by Americans or those interested in American social media usage.

Source Considerations: This chart was only one part of a larger explanation of the Pew Research Center survey's findings, which offers a deeper understanding of social media users in the United States. The study found that roughly 70 percent of Americans use some form of social media and that YouTube and Reddit have shown the only real growth since 2019, while Facebook and Instagram have seemed to plateau.

SOURCE ANALYSIS SUPPORT

ELL

Organization: The data on this graph may be confusing to some students. Encourage students to take time to understand what each axis of the graph represents for a better understanding of the survey's findings.

Vocabulary: Students may not have heard of or used many of the social media platforms in this graph. Provide or ask students to find a quick synopsis of each platform before launching into source analysis.

ANALYZE AND DISCUSS

- What details do you observe in the chart? *Generally speaking, the percentage of social media use for all companies has increased in the United States over time. There seems to be intense competition amongst all, but YouTube and Facebook have consistently seen usage statistics much higher than other platforms over the years.*
- What do these details reveal about trends regarding social media use in the United States? *These details indicate that social media use is on the rise across the board in the United States and that two social media platforms have stood apart from the rest of the pack, though competition among others is fierce. The graph also shows how there are more and more options for social media use as time goes on.*

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?

This graph only shows the percentage of the population who at least sometimes used each of these social media platforms. The graph does not show how much or little individual people used those services. Therefore, it is a good indicator of the percentage of Americans that have some familiarity with a platform but not a good indicator of the passion or use frequency of the user base of those platforms.

SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, sentence frame, and sentence starters for this activity are available digitally for English language learners.

FIVE WAYS SOCIAL MEDIA CAN BE GOOD FOR TEENS

THINK LIKE A GEOGRAPHER: SOURCING INFORMATION

Summary: This source is an excerpt from Caroline Knorr's longer article in the *Washington Post* that explains to parents, caregivers, and families how social media can benefit teens.

Purpose: This source seeks to persuade people that social media has positive as well as negative effects on teenagers.

Intended Audience: This source was written for parents, caregivers, and families who have teenagers who have access to or engage with social media.

Source Considerations: While this source was written in 2018, it provides useful evidence about social media. More current research and commentary may shed a different light on the pros and cons of allowing teenagers to use social media. Please be advised that this source contains sensitive content.

READING COMPREHENSION SUPPORT



Genre: In a commentary, like in other forms of opinion writing, the author chooses what to include. Remind students that the author chose specific research findings to support her opinion and may have omitted facts or data that did not support it.

Style: Students may struggle with differentiating between research findings and the author's opinions. Encourage students to use the annotation tool to underline references to facts and data from research.

READ, COMPREHEND, AND DISCUSS

- What are two quotes from the source that reflect the author's perspective on young people using social media? *Answers will vary but may include "For inspiration, here are some of the benefits of your child being social-media-savvy" and "Check out these sites that help kids do good."*
- How would you summarize each of these quotes in your own words? *Answers will vary but may discuss how the author believes that parents and caregivers can help young people realize the potential and benefits of social media that have been identified by research.*

Online option



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.

1. advocacy

B. Explanation: *Young people are exposed to issues that affect a broader population than just in their own town or neighborhood.*

2. self-expression

A. Explanation: *Young people can access more creative minds and processes than what is available to them on their own.*

3. mental health support

C. Explanation: *More avenues to seek support for mental health and other teenage issues are more readily available, helping more young people cope.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SOCIAL MEDIA DEEPENS PARTISAN DIVIDES. BUT NOT ALWAYS.

THINK LIKE A GEOGRAPHER: SOURCING INFORMATION

Summary: Claire Cain Miller explains the positive and negative effects social media has on people's political and worldviews in this *New York Times* article.

Purpose: This source seeks to analyze the findings of research related to social media and political leanings.

Intended Audience: This source was written for Americans who are interested in social media, politics, and communication and readers of the *New York Times*.

Source Considerations: While this source provides useful evidence about social media's influence on people, it does focus primarily on politics and personal decisions related to information gathering.

READING COMPREHENSION SUPPORT

ELL

Genre: In an opinion piece, the author chooses what to include and tries to persuade. Remind students that the author chose specific research findings to support her opinion and may have omitted facts or data that did not support it.

Style: The author's style is formal and academic, and students may have a hard time differentiating between her words and the data from the research. Encourage students to chunk the text by summarizing each paragraph before moving on to the next.

READ, COMPREHEND, AND DISCUSS

- What is the author's central claim? *Miller's central claim is that people use the internet to get information and that information influences their decisions and worldview. She also claims that social media has the potential to polarize or expand people's political beliefs.*
- What is a piece of evidence Miller uses to support this claim? *Answers will vary but may include a sentence like, "The new study, published as a working paper by the National Bureau of Economic Research this month, tracked 2.2 million politically involved Twitter users who followed at least one congressional candidate in the 2012 election."*

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.

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

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

HOW HAS TECHNOLOGY CHANGED THE CONCEPT OF COMMUNITY?

THINK LIKE A GEOGRAPHER: SOURCING INFORMATION

Summary: *The Atlantic* reported on the findings from the 2015 Allstate/*National Journal* Heartland Monitor Poll related to social interactions and new technologies in this article written in the same year.

Purpose: This source sought to determine whether Americans believe new technologies help or hinder social interactions within communities.

Intended Audience: This article was published in *The Atlantic* to be read by its readers and people interested in American attitudes toward technology.

Source Considerations: While this source provides useful evidence about social media, it is several years old. Research on more current sources and commentary may shed a different light on the positive and negative impacts new technologies have on communities.

? COMPELLING QUESTION

Has social media made people around the world more connected?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Five Ways Social Media Can Be Good for Teens
- Social Media Deepens Partisan Divides. But Not Always.

SCAFFOLDING AND DIFFERENTIATION

B

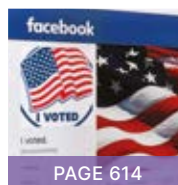
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research to find internet articles or videos on the impacts of social media and connectivity and compare the explanations in these episodes to the ones they produced.

2 | SOURCE SET



SOCIAL MEDIA USE

Genre: Graph
Creator: Pew Research Center
Date: 2021



SOCIAL MEDIA DEEPENS PARTISAN DIVIDES. BUT NOT ALWAYS.

Genre: Article
Author: Claire Cain Miller
Date: 2014



FIVE WAYS SOCIAL MEDIA CAN BE GOOD FOR TEENS

Genre: Article
Author: Caroline Knorr
Date: 2018



HOW HAS TECHNOLOGY CHANGED THE CONCEPT OF COMMUNITY?

Genre: Article
Author: Ronald Brownstein
Date: 2015



Introduce students to the skill definition and checklist for Critiquing and Improving Arguments. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class.

Use the discussion questions to gauge students' understanding.

- Why is it important to assess the strengths and weaknesses of arguments? *It can help you arrive at a deeper understanding of the issue being addressed and make improvements to your own argument.*
- Which pieces of the argument should you analyze when you review it? *You should review the audience, purpose, claims, counterclaims, evidence, reasoning, explanations, and overall structure.*
- How should you decide on specific revisions to make to an argument after it has been critiqued? *You should change, add, or remove information in the argument and determine how these revisions will help to improve the argument.*

Explain to students that this Chapter Inquiry focuses on the skill of Critiquing and Improving Arguments. Students will get a chance to practice this skill as they respond to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- assess:** to estimate the quality, ability, or significance of
- issue:** an important question that is in dispute and must be settled
- relevant:** having a connection with the subject at issue
- sufficient:** describing a quantity that can fulfill a need without being abundant
- revision:** an act of revising

Call on students to share a definition in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

- What is one strength the students identified in their analysis of the other side's argument? *The flow of the argument was a strength, and starting with a claim and then backing it up with evidence was a strong way to structure an argument.*
- What is one weakness the students noted? *The central claim and evidence did not sufficiently answer the Compelling Question.*
- What is one improvement the students might suggest to his classmate? *Answers will vary.*

COMMON MISCONCEPTIONS

One misconception is that critiquing and improving an argument needs to be done only once.

- After revising an argument, it's important to critique it again. Did the change actually make the argument better?
- As the rest of the draft comes together, critiquing again can ensure that an argument in one section does not contradict an argument in a different section. Make sure everything works in context.

ANALYZE MULTIPLE PERSPECTIVES

Remind students that effective communicators consider multiple perspectives when engaging in discussions. Have students use the Review and Discuss, Prepare, and Respond steps to analyze multiple perspectives to meet the needs of this specific assignment.

Use the following strategies to facilitate the Structured Academic Controversy:

- Explain to students how a Structured Academic Controversy differs from a debate. Whereas the goal in a debate is to convince the opposition that your position is right, the goal in a Structured Academic Controversy is to understand and synthesize opposing perspectives.
- Assign half the students in your group to Side A and the other half to Side B.
- Allow students time to prepare their positions. Sides should agree on their claim and supporting source evidence.
- Give each side a designated amount of time to present their claim and supporting source evidence to the other side. Both sides should get a chance to be on the presenting and listening side. While the presenting side shares, the listening side should listen carefully without interruption, jotting down questions or areas where they would like clarification. After the presenting side shares, the listening side should get a designated amount of time to ask their questions, with the goal of understanding the presenting side's position.

SAMPLE CLAIMS AND SUPPORTING SOURCES

Argument Stem 1	Argument Stem 2	Argument Stem 3
<p>Yes, social media has made us more connected because people interact with others all around the world.</p> <ul style="list-style-type: none"> • Five Ways Social Media Can Be Good for Teens • How Has Technology Changed the Concept of Community? • Social Media Use 	<p>No, social media makes us less connected because people divide themselves from other groups based on what they care about.</p> <ul style="list-style-type: none"> • Social Media Deepens Partisan Divides. But Not Always. • How Has Technology Changed the Concept of Community? 	<p>Social media has made us more connected to people around the world, but has also caused conflict and division.</p> <ul style="list-style-type: none"> • Social Media Deepens Partisan Divides. But Not Always. • How Has Technology Changed the Concept of Community?

INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners (ELL) and approaching-grade-level (A) learners.

SCAFFOLDING AND DIFFERENTIATION

ELL

A

BEGINNING, INTERMEDIATE, ADVANCED, AND APPROACHING: Sentence Starters

- Social media (has / has not) made people more connected.
- The source ____ shows that . . .
- Another piece of evidence is . . .
- My peer argued that . . .
- One strength of my peer's argument is . . .
- One weakness of my peer's argument is . . .
- The discussion made me think about . . .
- I revised my argument by . . .