

# Global Connections

## INQUIRY QUESTION

How can we act as global citizens?

## INQUIRY PRODUCT

2D Product

## DESCRIPTION

Is it possible to touch a country and its people without ever setting foot there? From the label on a t-shirt to the sticker on a banana, we come into contact with evidence that the items we use have been harvested, manufactured, produced, or otherwise touched by people around the world. Students explore the ways they are connected to distant places through the movement of people, goods, and ideas.

## Launch

### Module 1 Launch the Inquiry

Students begin an exploration of the global community by considering how they are connected to places around the world. This module is designed to spark curiosity and excitement in response to the Inquiry Question as well as provide an opportunity to pre-assess concepts central to this Inquiry.

### Objectives

- Identify personal connections to places around the world
- Generate meaningful questions about being part of the global community
- Differentiate between closed-ended and open-ended questions

## Lesson and Description

## Objectives

**CORE** 1. Hook: Our Connections Around the World  
Students build maps representing their personal connections to places around the globe. This lesson is designed to spark curiosity and excitement in response to the Inquiry Question, as well as provide an opportunity to pre-assess concepts central to this Inquiry.

- Identify personal connections to places on a world map
- Collaborate to create a class map of global connections

**CORE** 2. Generating Investigation Questions  
Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration of ways to act as citizens of a global community.

- Generate meaningful questions about being part of the global community
- Differentiate between closed-ended and open-ended questions
- Collaborate with peers

## Investigation



## Module 2 Where in the world are we?

Students learn how maps are used to identify location, direction, and distance. They solve map riddles using clues about relative location, explore how latitude and longitude are used to determine absolute location, and investigate the names, locations, and geographic features of the continents.

### Objectives

- Explain how maps and globes show location, distance, and direction
- Identify and use map features (compass rose, legend, scale, grid system)
- Represent and describe absolute and relative locations of local and world communities
- Analyze maps and texts to gather geographic information
- Explain how location influences geographic features of regions

### Checkpoint Assessment

- Review the [Plane Tickets](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Identification and use of map features (scale, compass rose, legend, grid system, labels)
  - Accurate representation or description of absolute and relative locations on a map
  - Use of evidence-based inferences about geographic characteristics of world regions
  - Adherence to protocol: listens, takes turns, contributes

Lesson and Description	Objectives
<p><b>EXT</b> 1. Map Features and Purposes This Extension lesson offers a general overview of how maps work and how they are used to identify location, direction, and distance. Students build a glossary of common map terms – such as legend, scale, and compass rose – that they can refer to as needed throughout the Inquiry.</p>	<ul style="list-style-type: none"><li>• Explain the purpose of maps (to show location, distance, and direction)</li><li>• Identify and use map features (title, compass rose, legend, scale)</li></ul>
<p><b>CORE</b> 2. Where in the World? Students investigate absolute and relative location. They practice describing the relative locations of the continents and oceans using cardinal directions and geographic terms.</p>	<ul style="list-style-type: none"><li>• Use cardinal directions (north, south, east, west) to describe the relative location of places</li><li>• Apply knowledge of geographic terms to discuss location on a map (continent, ocean, hemisphere, equator, prime meridian)</li><li>• Exchange ideas through discussion</li></ul>
<p><b>CORE</b> 3. Using Grids to Describe Locations How can we be precise when finding locations? Students learn about grid systems and how maps and globes use latitude and longitude to describe absolute locations across the world. They also investigate how latitude can be used to make generalizations about climate.</p>	<ul style="list-style-type: none"><li>• Explain how a grid system is used to describe absolute location</li><li>• Locate places on a map based on grid coordinates</li><li>• Analyze maps to make inferences about the relationship between latitude and climate</li></ul>



**EXT** 4. Continent Bumper Stickers  
 What makes Earth's major land masses truly "major"? Students embark on an online investigation to uncover the geographic features that make a continent unique. They use this information to craft a bumper sticker slogan that highlights one of these distinctive characteristics.

- Analyze sources to gather geographic information about a region of the world (continent)
- Describe the distinctive characteristics of a continent
- Compare and synthesize information through collaborative discussion

**CORE** 5. Reflecting on Maps **CHECKPOINT ASSESSMENT**  
 Students create individual maps to document their personal connections to places around the world. They also solve a map riddle, applying their growing knowledge of maps and world geography, including continents, oceans, and hemispheres. The solution to their riddle paves the way for an upcoming investigation.

- Identify and label map features (compass rose, cardinal directions, legend)
- Use the compass rose to locate places on a map
- Find locations relative to hemispheres, continents, countries, and oceans

**Module 3** How does geography shape culture?

How does where you live impact how you live? Students analyze maps, photos, and text to identify the physical and human characteristics of a country and then write a Travel Plan that reflects what they have learned about how geography shapes culture in a location.

**Objectives**

- Analyze maps and images to make concrete observations about physical characteristics
- Analyze text, maps, and images to infer the relationship between physical and human characteristics
- Make reasoned claims about the relationship between geography and culture
- Give meaningful critique feedback

**Checkpoint Assessment**

- Review the [Travel Plan handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Examples of physical characteristics (elevation, landforms, climate, natural resources)
  - Examples of human characteristics (shelter, food, language, religion, recreation, industry)
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

**Lesson and Description**

**Objectives**

**CORE** 1. Identifying Physical and Human Characteristics  
 Students begin to explore physical and human characteristics of places around the world. They use evidence from maps and photos to make inferences about how physical characteristics such as location, topography, and climate shape daily life.

- Analyze maps and images to make concrete observations about physical characteristics
- Analyze maps and images to infer the relationship between physical and human characteristics
- Exchange ideas through discussion



<p><b>CORE</b> 2. Deeper Connections Between Geography and Culture</p> <p>Students analyze a text to gather evidence of how geography shapes culture. Scanning is reinforced as an effective and efficient strategy for finding relevant information in dense texts.</p>	<ul style="list-style-type: none"> <li>Analyze text, maps, and images to make inferences about physical and human characteristics</li> <li>Generate evidence-based statements about the relationship between physical and human characteristics</li> <li>Engage in collaborative work</li> </ul>
<p><b>EXT</b> 3. Further Research on Geography and Culture</p> <p>Students learn more about the physical and human characteristics of various countries, as well as the connections between them. They engage in guided research in preparation for writing a Travel Plan for their assigned country.</p>	<ul style="list-style-type: none"> <li>Analyze text, maps, and images to make inferences about physical and human characteristics</li> <li>Generate evidence-based statements about the relationship between physical and human characteristics</li> <li>Engage in collaborative work</li> </ul>
<p><b>CORE</b> 4. Reflecting on Geography and Culture <b>CHECKPOINT ASSESSMENT</b></p> <p>Students create and share a Travel Plan to demonstrate a growing understanding of how geography shapes culture. They reflect on previous Investigation Questions and begin to think about how learning about other cultures helps people become more knowledgeable and engaged global citizens.</p>	<ul style="list-style-type: none"> <li>Synthesize findings related to physical and human characteristics of an assigned country</li> <li>Apply evidence to draw conclusions about how geography shapes culture</li> <li>Reflect on the relationship between knowledge of geography, culture, and global citizenship</li> </ul>
<p><b>CORE</b> 5. Travel Plan Partner Critique</p> <p>Students cultivate a growth mindset and practice giving kind, helpful, and specific feedback to their peers during a partner critique. At the end of the lesson, students apply the feedback they received and revise their work.</p>	<ul style="list-style-type: none"> <li>Apply kind, helpful, and specific feedback with increasing independence</li> <li>Provide a balance of warm, cool, and suggestion feedback to a piece of work</li> <li>Form complete critique sentences with limited prompting</li> <li>Apply feedback when making their final drafts</li> </ul>

**Module 4** How are we connected to the global community through what we produce and consume? Students explore how things they use every day come from all over the globe. They learn about trade, specialization, and interdependence as they investigate why certain things are produced close to home while other things come from far away. They discover that natural resources provide raw materials and trace the journeys of how they become final products. Throughout, students uncover how we are connected to the global community through what we produce and consume.

**Objectives**

- Explain how we are connected to the global community through the things we produce and consume
- Describe where raw materials are found and how they become finished products
- Explain that people cannot produce everything they want (specialization) and depend on trade with others to meet needs and wants (interdependence)
- Identify the natural resources and industries of their own state

**Checkpoint Assessment**



- Review the [Interdependence handout](#)
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
  - Examples of ways we are connected to the global community through what we produce and consume
  - Logical inferences about connections between what is produced and geography
  - Accurate use of vocabulary terms
  - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p><b>CORE</b> 1. Global Trade and Interdependence Students sort everyday items, identify their countries of origin, and locate them on the map. They make observations and inferences about why certain items are produced close to home and others far away as they are introduced to the concepts of specialization and interdependence.</p>	<ul style="list-style-type: none"> <li>• Explain how trade, specialization, and interdependence allow us to meet our needs and wants</li> <li>• Explain how the exchange of goods connects us with other people and places around the world</li> <li>• Sort goods by site of origin</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>CORE</b> 2. Locating Raw Materials Students learn about where raw materials come from and how they become final products, including the raw materials and products of their own state. They build further understanding that we depend on other places to get the things we need.</p>	<ul style="list-style-type: none"> <li>• Connect everyday objects with the raw materials used to produce them</li> <li>• Locate specific states on a US map</li> <li>• Describe how different locations are connected through the trade of raw materials and products</li> <li>• Identify the main industries and natural resources of their own state</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>EXT</b> 3. Tracking the Global Banana Split Students follow the journey of each ingredient of a banana split from its point of origin to the ice cream shop to learn about the production cycle.</p>	<ul style="list-style-type: none"> <li>• Explain that a product is made of components that may have come from many different places around the world</li> <li>• Describe and trace the journey of a raw material from the point of origin to its final location</li> <li>• Reflect on how people are connected to various resources around the world</li> </ul>
<p><b>EXT</b> 4. Unpacking the Story of Cotton Students analyze a case study about how cotton is produced and turned into clothing. They discuss and reflect on how we are connected to people in places near and far by our clothing and why it’s important to think about the story behind our products.</p>	<ul style="list-style-type: none"> <li>• Analyze the labor involved in the production of a cotton t-shirt</li> <li>• Identify global connections established through the production and consumption of cotton</li> <li>• Exchange ideas through discussion</li> </ul>



**CORE** 5. Reflecting on Interdependence **CHECKPOINT ASSESSMENT**

Students apply their learning of key vocabulary and economic concepts to a case study about how cocoa is produced. They revisit and reflect on the Inquiry and their Investigation Questions as the module comes to a close.

- Illustrate the concept of interdependence
- Explain how we are connected to the global community through the things we produce and consume (eat, wear, etc.)
- Analyze a case study of how cocoa is produced using key concepts and vocabulary (trade, specialization, interdependence)
- Exchange ideas through discussion

**Module 5** How can I play a part in the global community?

Students explore the concepts of globalization and cultural diffusion to discover how we are connected to people and places near and far through the spread of ideas, goods, and culture. They conclude this module by reviewing key learning from the Inquiry to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

**Objectives**

- Identify factors that contribute to the spread of people, goods, and ideas (globalization)
- Name and describe examples of cultural diffusion
- Describe how and why the global community is interconnected
- Draw conclusions about the responsibilities of global citizens
- Reflect upon findings to identify important ideas to share, problems to address, and solutions that their Inquiry Product might provide

**Checkpoint Assessment**

- Review the [Our Global Community handout](#)
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
  - Examples of movement of people, goods, and ideas
  - Examples of factors that contribute to the spread of people, goods, and ideas
  - Use of evidence when drawing conclusions about the role of a global citizen
  - Inferences about the impacts of globalization and cultural
  - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

**Lesson and Description**

**Objectives**

**CORE** 1. Globalization  
Students are introduced to the concepts of cultural diffusion and globalization, learning that we are connected through the exchange of goods, ideas, and culture.

- Describe how people, goods, and ideas move around the world
- Explain how the global community is connected
- Make inferences about how different cultural aspects (sports, music, food, language, etc.) spread around the world
- Exchange ideas through discussion

**EXT** 2. Diffusion of Soccer Around the World  
Students analyze a case study of cultural diffusion. They identify how and why the game of soccer has spread around the world and analyze how places have adapted the game based on cultural and geographic characteristics.

- Analyze a case study of cultural diffusion (soccer around the world)
- Use text evidence to identify reasons that led to the diffusion of soccer around the world
- Exchange ideas through discussion



<p><b>CORE</b> 3. What It Means to Be Global</p> <p>Students unpack what it means to be global, reflecting on ways that they already act as citizens of a global community and discovering new ways. Students discuss how thinking and acting as a member of a global community is not only beneficial for themselves, but also for others.</p>	<ul style="list-style-type: none"> <li>• Describe what it means to “be global”</li> <li>• Define ways that we can act as a global citizen</li> <li>• Explain how thinking and acting as a citizen of the global community helps individuals (ourselves) and helps others</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>EXT</b> 4. Understanding Each Other’s Stories</p> <p>Students investigate how understanding each other’s stories strengthens our global community. By recognizing the importance of their own story as well as the stories of others, students learn that we gain empathy toward one another through finding how connected we truly are across the global community.</p>	<ul style="list-style-type: none"> <li>• Describe how our stories connect us to people near and far</li> <li>• Communicate their own story and share about their culture in pictures and words</li> <li>• Exchange ideas through discussion</li> </ul>
<p>5. Synthesizing Findings and Drawing Conclusions</p> <p><b>CORE</b> <b>CHECKPOINT ASSESSMENT</b></p> <p>Students reflect on the learning from the Inquiry and on how they are connected to people and places around the world. They collaborate to generate ideas about challenges and opportunities they might address together as they prepare to take informed action.</p>	<ul style="list-style-type: none"> <li>• Describe how people, goods, and ideas move around the world</li> <li>• Reflect on findings about being part of a global community</li> <li>• Explain how individuals can address a problem by finding a solution and taking action</li> <li>• Generate ideas about ways to address challenges and opportunities related to changes in their own landscape</li> <li>• Engage in collaborative discussion</li> </ul>
<p><b>CORE</b> 6. Constructing the Inquiry Challenge Statement</p> <p>In this pivotal lesson, students transition from investigation to action. They consider the content they have explored, the relevant knowledge they have gained, and the questions they have asked (acknowledging that some may have remained unanswered and new questions may have emerged) to decide how to create an Inquiry Product that has an authentic impact.</p>	<ul style="list-style-type: none"> <li>• Reflect on learning about global connections to identify problems and opportunities in the world around them</li> <li>• Collaborate to construct an Inquiry Challenge Statement that will guide them in taking informed action</li> </ul>

## Take Action

### Module 6 Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during their inquiry journey.

### Objectives



- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

### Checkpoint Assessment

- Review students' final Inquiry Products using your customized [Inquiry Product rubric](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Examples to identify what makes the work strong or areas for improvement
  - Explanation of connection between work and Inquiry Product rubric Success Criteria
  - Progress toward Inquiry Product rubric Success Criteria
  - Feedback that is kind, helpful, and specific
  - Demonstration of growth mindset by accepting and considering feedback
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p><b>CORE</b> 1. Brainstorm: Comparing Models to Develop Success Criteria</p> <p>Students compare models of the products they will create, identifying specific elements that make these examples successful and generating ideas for Success Criteria that they can use to guide and evaluate their own work.</p>	<ul style="list-style-type: none"> <li>• Critically analyze models to identify what makes a product successful or unsuccessful</li> <li>• Generate ideas for Success Criteria</li> <li>• Engage in collaborative discussion</li> </ul>
<p><b>EXT</b> 2. Brainstorm: Team Norms</p> <p>Students work together to define what they need from each other to be successful as a team, whether that team is the whole class or their Inquiry Product Group. This lesson helps students develop awareness of how they collaborate with others and to form a common language to use when challenges arise.</p>	<ul style="list-style-type: none"> <li>• Generate ideas about effective team dynamics</li> <li>• Select ideas to generate team norms</li> <li>• Engage in collaborative discussion</li> </ul>
<p><b>CORE</b> 3. Brainstorm: Generating Ideas for the Work</p> <p>Students generate, evaluate, and select ideas for the content of their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.</p>	<ul style="list-style-type: none"> <li>• Generate ideas for the content of the Inquiry Product</li> <li>• Evaluate and select ideas for an effective product using Success Criteria in the <a href="#">Inquiry Product rubric</a>, and any constraints, as a guide</li> <li>• Give meaningful feedback to peers</li> <li>• Use feedback to develop work</li> </ul>
<p><b>CORE</b> 4. Prototype: Sketching a Mock-Up</p> <p>Prototyping, or creating a rough draft, is the next step in the design process. For visual products, the prototype is a mock-up. Students use the ideas that they generated in the brainstorm session to sketch their mock-ups.</p>	<ul style="list-style-type: none"> <li>• Design and create a draft product to address the Inquiry Challenge</li> <li>• Explore a variety of solutions for the most effective product</li> </ul>





<p><b>CORE</b> 5. Improve: Critiquing Rough Drafts Students use a small-group critique protocol to give and receive kind, helpful, and specific feedback on their rough drafts. They use this feedback to identify next steps in their work.</p>	<ul style="list-style-type: none"> <li>• Give meaningful critique feedback</li> <li>• Accept and use feedback to form a revision plan</li> <li>• Engage effectively in group discussion</li> </ul>
<p><b>CORE</b> 6. Improve: Developing the Work In this teacher-guided work session, students apply critique feedback to develop the next draft of their work. If needed, this lesson could be repeated to allow for multiple work sessions.</p>	<ul style="list-style-type: none"> <li>• Take ownership of work in terms of quality, degree of challenge, revision, and completion</li> </ul>
<p><b>EXT</b> 7. Share: Crafting a Maker Statement Students develop written Maker Statements to explain the ideas behind their work. Maker Statements enable students to describe their work in more detail to their audience. In addition, a written explanation of the work can provide the teacher with additional assessment insights.</p>	<ul style="list-style-type: none"> <li>• Explain the meaning and purpose of the work</li> <li>• Use criteria to evaluate and improve work</li> </ul>
<p><b>EXT</b> 8. Share: Practicing to Present the Work Students practice talking about their work to prepare them to present, either formally or informally. They also give and receive feedback in order to help strengthen their ability to present. The resulting verbal explanations of the work can provide the teacher with additional assessment insights.</p>	<ul style="list-style-type: none"> <li>• Practice and reflect upon ability to present work</li> <li>• Give meaningful feedback to peers</li> <li>• Engage effectively in group discussion</li> </ul>
<p><b>CORE</b> 9. Reflect: Revisiting the Inquiry Challenge Students reflect on the Inquiry as a whole now that they have shared their completed Inquiry Products. They reflect upon their successes, struggles, and strides by revisiting content and skills that were the focus of the Inquiry. In doing so, students lay a groundwork for continued growth in future projects.</p>	<ul style="list-style-type: none"> <li>• Identify successes, struggles, and personal growth</li> <li>• Reflect on the degree to which the project was successful in meeting the overall goal</li> </ul>

